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ABSTRACT

The Structured Tutoring Program evaluated in this report is a major break through as far as maximizing human resources in a school setting to assist the below average student is concerned. Approximately 800 Fifth and Sixth Grade students are trained as tutors and spend not more than fifteen minutes per day with 1,238 Second and Third Grade learners. Para-professional tutor managers train the tutors and also tutor some Second and Third Grade children. Adult aides tutor an additional 450 students in Grades 4-8. Empirical evidence gathered from this and two previous reports indicate that math and reading skill deficient children can make major gains using trained student tutors. Data acquired from questionnaires sent to parents, teachers, and principals indicate that 94 percent of the parents of children tutored in reading felt that the child's reading ability improved and that the child enjoyed reading more. Teachers also feel that students tutored in reading are more willing to answer questions, share ideas, and read aloud to the group following their tutoring experience than before. Results from the perceptual motor component of the program indicate significant gains for 159 kindergarten and first grade children receiving help in locomotor skills. The inservice program components, a unique combination of course content and in-school application, as well as the tutor aide and catch-up keep-up, and summer school components, are discussed. (Author/AM)

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EVALUATION REPORT

PROJECT INSTRUCT

A title 1 program
Boise schools

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THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

ADMINISTRATIVE OFFICES • 1207 FORT ST. • BOISE, IDAHO 83702

TO: Mr. Lloyd J. Eason, Superintendent
Members of the Board of Trustees

FROM: Dr. Geri Plumb, Coordinator of Federal Programs

DATE: August 4, 1975

SUBJECT: Acknowledgements

On behalf of the Title I Staff and Parent Advisory Committee, I am pleased to transmit to you the 1974-75 annual Title I Evaluation Report. This is the ninth year the Boise School District has operated a Title I Program. During the years 1966-1975 approximately 36,000 disadvantaged children in schools having a high concentration of low income families have participated in programs designed to help bridge the educational gap between academic failure and success.

For the most part, public schools are organized and operated to accommodate the educational advancement of the average or above average student. Curriculum content often lacks appeal and meaning to those children who are less academically inclined. Our reward systems often fail to motivate disadvantaged students and have sometimes intensified their sense of inadequacy and failure. These children seldom experience the thrill and motivation derived from the discovery that they can read and compute successfully.

Research has indicated much evidence to support the idea that greater success is encountered in solving reading and math deficiencies if they are identified and treated at an early age. Individual tutoring, as a major approach in teaching children, is as old as Socrates, but the training of non-professionals and student tutors is a more recent happening.

The Structured Tutoring Program evaluated in this report is perhaps a major break-through as far as maximizing our human resources in a school setting to assist the below average student. Very briefly, approximately 800 fifth and sixth grade students were trained as Tutors and spent not more than fifteen minutes per day with 1,238 second and third grade learners. Paraprofessional Tutor Managers trained the Tutors and also tutored some second and third grade children. Adult aides tutored an additional 450 students in grades 4-8.

Empirical evidence gathered from this and two previous reports indicate that math and reading skill-deficient children have made major gains using trained Student Tutors.

It takes the collective efforts of many people to make a program as large as this successful. I'm especially appreciative of the talents and hard work of my colleagues: Delores Burrow, Tutor Manager Specialist; Dr. Anne Terrill, Instructional Facilitator and Inservice Evaluator; and Dihiann Wadman and Marilyn Knigge, "secretaries extraordinarie". The assistance given to the programs by the Principals of the Title I schools and the Members of the Parent Advisory Committee was also greatly valued.

Special appreciation is expressed to Dr. Grant Harrison, Instructional Research and Development Department, Brigham Young University, who developed the training techniques and instructional materials used throughout the tutoring program, and to his staff who assisted in training our Tutor Manaers and Tutor Aides. Dr. Richard Kay of the Education Psychology Department of Brigham Young University served as the external evaluator and was responsible for the statistical analysis of the student gains.

Most important to the success of the program are the Student Tutors and the Staff Members who work directly with the children. This evaluation report would be incomplete without listing their names, as I know you, as members of the Board of Trustees, will want to join me in expressing your appreciation for their hard work and the special attention they gave our special "hard-to-reach and hard-to-teach children".

Jr. High Remedial Teachers

Janette Loveless	Jan Killmaster	Frank J. Kroupa

Tutor Managers

Nina Hensen	Karen Yates	Barbara Keene
Diny Johnson	Sue Wiedmeier	Elaine Nakano
Betty Hogle	Kay McDonald	Debbie Greene
Janice Morrison	Betty Mongle	Cecilia McCulley
Sharon Fouladpour	Debbie Moore	Arlene Worthington
Sharon Clark	Gloria Bianchie	Alice Van Sickle
Janet Cook	JoAnne Howard	Eva Youngblood
Carol Roberts	JoAnne Langille	Molly Lazechko
Louise Curtis	Mary Ellen Collias	Joan Mitchell
Beverly Maffett	Leslie Jackson	

Tutor Aides

Sharon Richardson	Shirley Post	Tamie Hopkins
Ellen Bladeslee	Debbie Brown	Ellen Stappler
Nancy Tukua	Cookie Shultz	Ginger Neil
Lois Cryer	Cheryl Schuet	Betty Jean Letney
Mary M. Petersen	Joyce Meyer	Shelly Davis
Penny Jordon	Anita Johnson	Susan Tyrell
Barbara Anderton	Donna Kirk	Enid Smith
Lynn Tozar	Robert Johnson	Mary Gilmore
Virginia Warrick	Jane Sherlock	Loretta Miller

Kindergarten Screening Program

Dr. Dale Smalljohn	Diane Crandall	Gregg Bronson
Debbie Moore	Sharon Fouladpour	Candice Shepard

Summer School Staff

Leona Burkett	Roberta McDonald	Mary Ellen Collias
Joyce Meyer	Shelly Davis	John Beckwith
Audrey Streib	Susanne Townsend	Ann Jordan
Sandy Birrell	Stacia Breyen	Carrie Carley
Janie Yenor	Fay Good	Linda Clark
Christi Walker	Tom Christensen	Richard Frank

Principals - Title I Schools

Leona Burkett	Arvin Spofford	Dave Friesen
Duane Roberts	Sam Stimple	Robert McIntyre
Del Wiedmeier	Jim Saad	Cal Wells
LeRoy Weber	Chase Hochstrasser	Emogene Warner
Sue Ryan	Marx Joslyn	Keith Reichert

Members of Parents Advisory Council

Barbara Balding	Arlene Linderer	Beverline Steiner
Jesse Berain	Barry Watts	Mary Stephenson
Mrs. Tom Blackburn	Mary Mink	Diane Thomas
Mary Bradley	Margaret Mockwitz	Virginia Warrick
Diane Clark	Verdie May Ramsey	Vicki West
Donna Cragun	Mary Reberry	Bette Wilhite
Raliegn Jensen	Mary Reed	Hildegarde Mauzerall
Robert W. Jue	Sharon Reneau	Dr. Dean Chatburn
David Brandt	Don Carpenter	Dr. Geri Plumb

Perceptual Motor Program

John Beckwith	Greg Bronson	Lon Streib
	Gayle Zachary	

ABSTRACT

Title I Project # 1689

Component I - Structured Student Tutoring Program - Conducted by Tutor Managers

Table I - Number of Students Tutored in Math & Reading

	Reading	Math
Campus	74	
Franklin	37	34
Garfield	37	35
Hawthorne	41	41
Jefferson	39	52
Longfellow	65	39
Lowell	54	50
Madison	28	22
Pierce Park	33	
Roosevelt	34	36
Taft	56	53
Washington	45	51
Whitney	69	45
Whittier	35	72
St. Mary's	19	10
St. Joseph's	25	
Sacred Heart	7	
TOTAL	698	540

Table II - Average Number of Students per Tutor Manager

No. of Tutor Managers	No. of Children	Ave. No. of students per Tutor Manager
27½	1,238	45.4

1. 1,238 primary children were tutored on a one-to-one basis by student tutors in reading and math basic skills. Tutor Managers trained and supervised these student tutors in the Harrison Structured Tutoring process.

2. In basic sight words, additional sight words and decoding, the pre-post differences indicated that all grade levels made significant gains.

3. A sample of first graders tutored in reading compared with a sample of non-tutored first graders indicated that in each case the tutored group overwhelmingly outperformed the non-tutored group.

4. In math basic skills, at all grade levels, significant gains in addition and subtraction were made.

5. In math, a sample of tutored second graders was compared to a non-tutored group. The results show the tutored group out performed the non-tutored group.

6. Questionnaires sent to the parents, teachers and principals indicated that:

   a) 94% of the parents of children tutored in reading indicated an improvement in reading ability of the child and that the child seemed to enjoy his reading more.

   b) The teachers of students tutored in reading felt that the tutored students were more willing to answer questions, share ideas, and read aloud to the group following their tutoring experience than they were before.

   c) Both the parents and teachers of the reading tutors (96% and 94%) perceived an added sense of responsibility in their child as a result of tutoring.

   d) Over 90% of the parents of children tutored in math felt that their child was doing better in math and seemed to enjoy it more.

   e) The teachers of students tutored in math felt that the students were answering more questions and participating in class more than before.

   f) The parents and teachers of the math tutors felt that their child felt a sense of responsibility for the child they were tutoring.

   g) 100% of the principals supported the tutoring program.

A small child named John can add now. He's proud that he no longer has to count on his fingers under the desk.

Component 2 - Perceptual-Motor Program

1. 159 kindergarten and first grade children received help in locomotor skills, body and space awareness, balance skills and hand-eye coordination.

2. Results indicated that for both grade levels, significant gains in perceptual-motor skills were made.

A small boy named Tom now knows his left from his right hand.

Component 3 - In-service Training

1. 39 elementary school teachers received a graduate level course in the application of learning theory to educationally deprived children.

2. Course work and class discussion dealt with material designed to enable teachers to make educational diagnosis of skill deficiencies.

3. The teachers used course concepts and materials to design and implement projects in their classrooms.

A teacher named Mrs. X was reluctant to try individualizing with math, but with an "A" in this course, is trying it with great success.

Component 3-A - Tutor Aide and Catch-Up Keep-Up Program

Grades 4-6 Tutor Aide

Table I - Number of Students Tutored in Math & Reading

	Tutor Aides		No. of Aides
	Reading	Math	
Campus	18	3	2
Franklin	14	15	2
Garfield	17	17	2
Hawthorne	21	1	2
Jefferson	13		1
Longfellow	16	2	1
Lowell	25		2
Madison	12	4	1
Pierce Park	21		2
Roosevelt	11	5	1
Taft	28	4	2
Washington	14		1½
Whitney	16	26	2
Whittier	29	6	2
St. Mary's	13	1	1
St. Joseph's			0
Sacred Heart		7	½
TOTAL	268	91	25

Table II - $\bar{x}$ Number of Students per Tutor Aide

No. of Tutor Aides	No. of Children	$\bar{x}$ No. of Students per Tutor Aide
25	359	14.3

1. In reading, 268 students received tutoring in basic skills by trained adult tutors.
2. On all areas tested by the Woodcock Reading Test, significant gains were made.
3. In the 4 month period that Component 3A operated, children gained almost a year and a half in Word Attack skills so necessary for reading.
4. The math program was shortened to only 5 hours of tutoring time because of the unavailability of materials. Gains were made which approached but which were not significant.

A child named Mary raises her hand in class to read aloud because, now she can.

Grades 7-9

1. At Hillside and North Junior Highs, 83 students were tutored in reading and math.
2. In both reading and math skills, significant gains were made.

A sixteen year old boy named Jim, who initially read the word "mama" as "maima", gained 2.7 years in reading grade equivalent over the 4 month period.

Component 4 - Summer School

1. 163 children were served by the Campus elementary summer school.
2. Keeping in mind that from pre to post testing time, only 15 days had elapsed, all grade levels but one gained in average grade equivalent.
3. 178 entering kindergarten children were given in-depth screening in speech and hearing, health, learning skills, perceptual-motor behavior and kindergarten skills.
4. Parents of these pre-kindergarteners participated in an active discussion of child development.

A small girl named Tracy was discovered to have a cleft palate previously unnoticed.

IDAHO STATE DEPARTMENT OF EDUCATION

TITLE I ESEA
Bureau of Federal Programs

LOCAL EDUCATION AGENCY ANNUAL EVALUATION REPORT

Fiscal Year 1975
(School Year 1974-75)

Donald J. Carpenter
Coordinator, Title I ESEA

Helen H. Werner
Acting Deputy State Superintendent
Educational Services

Roy Truby
State Superintendent of
Public Instruction

STATE OF IDAHO
DEPARTMENT OF EDUCATION

DONALD J. CARPENTER
Coordinator, Title I ESEA
Bureau of Federal Programs

TITLE I ESEA

ANNUAL EVALUATION REPORT

FISCAL YEAR 1975
(School Year 1974-75)

Independent School District of Boise City
Legal Name of Local Education Agency

1207 Fort St.
Mailing Address (Street, P.O. Box)

Boise	Ada	Idaho	83702
City	County	State	Zip

Please complete and return an original and one copy on or before:

July 15, 1975, if reporting for Regular School Year.

September 15, 1975, if reporting on Regular Year and Summer Term, or on Summer Term Only.

Title I of the Elementary and Secondary Education Act of 1965 (P.L. 89-10 as amended) requires that an annual evaluation report of each approved project be submitted to the State Department of Education.

* *

Dorothy Secord
Name of Authorized LEA Representative

Dorothy A. Secord
Signature of Authorized Representative

Dr. Geri Plumb
Name-Title of Contact LEA Representative

Telephone Number: 336-1370

* *

SECTION I - BASIC INFORMATION

Project Number 1689 Amount Approved for Project $ 340,673

Regular and Summer Terms X Regular Term Only _____ Summer Term Only _____

Starting Date of Project July 1, 74 Terminating Date of Project June 30, 75

Average No. of Hours Per Week 40 Number of Weeks Per Project 36

Major Curriculum Area Reading and Math

Grade Level(s) 1 - 8

SECTION II - STUDENT INFORMATION: Total number of children who directly participated in Title I Program.

1. Report the number of enrollees that participated directly in the Title I program. For those districts that had several projects, a student should be counted only once for the regular school year and only once for the summer term.

	COMPONENT #1			COMP. #2	COMPONENT #3-A		COMPONENT #4		TOTALS
GRADE Public School	Tutored in Reading	Tutored in Math	Served as Student Tutors	Perceptual Motor	Reading Tutored by Adults	Math Tutored by Adults	Kindergarten Screening	Summer School	Total
Kindergarten				124			178	14	316
1	182	49		68				24	323
2	338	216		7				27	588
3	93	115		7				26	241
Non-Public	38	10							48
Subtotal	651	390		206			178	91	1,516
Public School									
4	23	76						45	144
5	8	37	465	6	108	42		15	681
6	3	37	315	6	160	49		12	582
Non-Public	13		8						21
Subtotal	47	150	788	12	268	91		72	1,428
Public School									
7					47	14			61
8					6	9			15
9					1	6			7
Non-Public									
Subtotal					54	29			83
FINAL TOTAL	698	540	788	218	322	120	178	163	3,027

SECTION II - STUDENT INFORMATION (cont.)

2. NEEDS ASSESSMENT FOR EDUCATIONALLY DEPRIVED PUPILS. Check (✓) in the appropriate space(s) to indicate how needs of the students were determined:

x Teacher recommendation	x Administrative survey
x Counselor recommendation	x Standardized test results
___ Health officer recommendation	x Advisory Council member recommendation
x Social worker recommendation	___ Others (specify)_____

2. DISTRICT EDUCATIONAL REQUIREMENTS FOR MEETING STUDENT NEEDS. Check (✓) the method(s) used to meet your students' needs:

x Additional professional staff	___ Innovative programs
___ Pupil personnel services	___ Parent and community involvement
___ Cultural experiences	___ Kindergarten programs
x Individualized instruction	___ Others (list)
x Equipment, supplies, textbooks, and library media	Trained Paraprofessionals

SECTION III - PROGRAM ACTIVITIES

Indicate the number of student participants and the total Title I Local Education Agency estimated costs, rounded to the nearest dollar. Estimated costs include salaries, equipment expenditures, supplies, textbooks, etc.

Instructional Activities			Service Activities	
No. of Participants		Total Cost	No. of Participants	Total Cost
316	Kindergarten	$ 27,818.86	___ Attendance	$ _____
___	Language Arts, Communication Skills	_____	___ Clothing	_____
660	Mathematics	83,160	3027 Educational Supplies	17,363
1,020	Reading	128,979	3157 Project Equipment	8,416
218	Others (Perceptual-Motor Training)	42,717.56	___ Food Services	_____
			1680 Teacher Aides	137,642
			163 Transportation	2,500
			___ Others	_____

SECTION IV - STAFF INFORMATION

1. Indicate the number of positions funded by Title I during fiscal year 1975 and the amount of Title I funds expended:

STAFF POSITION	NUMBER OF POSITIONS								TOTAL COST OF SALARIES	
	FULL TIME		HALF TIME		LESS THAN HALF TIME		TOTAL			
	REG.	SUM.	REG.	SUM.	REG.	SUM.	REG.	SUM.	REGULAR	SUMMER
Elementary Teachers		15								
Secondary Teachers	3									
Adm./Supervision	3	3								
Perceptual-Motor Specialist	4	1								
Other Professionals List: Psychologist Nurse, Sp. Therapist		3								
Other Non-professionals List: Trained Paraprofessionals	53	7								
TOTAL OF ALL POSITIONS	63	29								

2. Indicate the number of volunteers and tell how they participated in the Title I program:

VOLUNTEERS	NUMBER		
	REGULAR	SUMMER	TOTAL
Parents	18		18
High School Students	9		9
College Students	25		25
Others			52

Narrative:

SECTION V - INSERVICE EDUCATION

1. Indicate the total Title I LEA estimated cost for inservice training: $ 24,574 .

2. Indicate each inservice activity applicable to each category of personnel:

CURRICULAR AREA	PARTICIPATION							
	Title I Teachers		Other Professionals		Teacher Aides		Other Non-Professionals	
	No.	Hours	No.	Hours	No.	Hours	No.	Hours
Language Arts								
Mathematics	3	30			25	40		
Reading					35	40		
Others (specify) Elementary			38	45				
METHODOLOGY AND TECHNIQUES								
Measurement-Evaluation								
Team Teaching								
Individualized Instruction and Learning Theory	38	1,710			30	1,872		
Student Behavior	38	1,710			60	1,800		
Use of Teacher Aides								
Use of Equipment and Materials					60	1,800		
Others (specify)_____								
MISCELLANEOUS								
Program Planning								
Parental Involvement								
General Orientation								
Others (specify)_____								

SECTION V - INSERVICE EDUCATION (cont.)

3. USE OF CONSULTANTS IN PRE, POST, AND INSERVICE EDUCATION PROGRAMS. Indicate the total number of consultants for each category:

CONSULTANTS FROM:	TOTAL NUMBER
University and/or College Staff	10
Textbook Publishing Companies Equipment Manufacturers	
Material Suppliers	
School Staff Specialists	5
Federal Agencies	5
Administrators	1
State Department of Education Staff	5
Others Instructional Facilitator Tutoring Program Specialist	2
TOTAL CONSULTANTS	28

SECTION VI - INTERRELATIONSHIP OF TITLE I WITH OTHER FEDERAL AND STATE PROGRAMS

1. If funds or services from other local, state, or federal programs or agencies are being used in your district in cooperation with Title I funds, check (✔) the source of supplementary assistance to this Title I project:

_____Education Professions Development Act
_____ESEA Title II
_____ESEA Title III
_____ESEA Title VI-A
_____George-Barden Act
_____NDEA Title III
_____Smith Hughes Act
_____Social and Welfare Agencies
_____U.S. Department of Agriculture Food Program
_____Others (specify)_____

2. For each item checked above, briefly describe how the Title I activities were supplemented by the program or agency:

SECTION VII - NONPUBLIC SCHOOL PARTICIPATION

1. Did nonpublic school children participate in Title I? Yes x No ___

2. If private school children participated in your Title I project, check (✓) the term that designates when they participated:

___ During regular and summer terms
x During regular school year only
___ During summer term only

3. In what way did nonpublic schools participate? (If Applicable)

Non-public school children participated in the student tutoring program and also the adult tutor program. Non-public school staff members attended our in-service training program. All educationally deprived children residing in a Title I residence area were eligible to attend summer school, however, no record was kept of the numbers who attended summer school from private schools.

SECTION VIII - DISSEMINATION METHODS USED BY LOCAL EDUCATION AGENCY

Check (✓) the methods used by your district to inform patrons about Title I programs. Where applicable, include sampling with report.

x Advisory Committees
x Bulletins
___ Civic Group Appearances
___ Conferences
x Copies of Project
x Inservice Education
___ Letters
x Newsletters
x Newspapers
x Personal Contacts
___ Radio
___ Telephone
x Written Reports
___ Video Tape
___ Visitations
___ Others (specify) _____
_____
_____
_____
_____

SECTION IX - PARENT ADVISORY COUNCIL (PAC)

1. HOW MANY MEMBERS SERVE ON YOUR PAC?	45
2. HOW MANY MEETINGS WERE HELD BY YOUR PAC?	6
3. CHECK HOW THE PAC IS INVOLVED IN PROGRAM PLANNING:	
a. Attend planning meeting(s) for discussion of tentative plans	x
b. Read and suggest revision to a draft application	x
c. Provide general input	x
d. Others (specify) Needs assessment	x
4. CHECK HOW THE PAC IS INVOLVED IN PROGRAM EVALUATION:	
a. Provide general feedback	x
b. Observe program	x
c. Complete questionnaire or check-sheet	
d. Participate in opinion survey	
e. Others (specify) Visit and review	

Comments:

SECTION X - EVALUATION METHODS USED

Check (✔) the evaluation methods included in your local district fiscal year 1975 Title I evaluation program. Where applicable, include samples with evaluation report.

x Ability Tests	x Questionnaires to Teachers
x Anecdotal Records	x Standardized Achievement Tests
x Locally Developed District Tests	x Teacher Made Tests
x Other Published Tests	x Teacher Observations
___ Questionnaires to Students	x Others (specify) Criterion Referenced Tests

SECTION XI - EVALUATION SUMMARY AND CONCLUSIONS

1. Objectives:

   a. How many objectives did you have for your program? 18

      If it is possible to separate these into categories, how many were:

      Cognitive 11

      Affective 4

      Psychomotor 3

   b. Based upon your local evaluation, how many of your objectives did you achieve? 18

      If it is possible to separate these into categories, how many were:

      Cognitive 11

      Affective 4

      Psychomotor 3

SECTION XI - EVALUATION SUMMARY AND CONCLUSIONS (cont.)

2. Describe briefly the effectiveness of the Title I program in terms of:

   a. The local district's identified needs of the disadvantaged

   b. Special methods, procedures or activities

   c. Significant, positive behavioral changes in pupils, parents, and/or teacher participants

   d. Changes you have made, or are planning to make, in your regular school program as a result of your experiences in this Title I project (i.e., curriculum, teaching methods, services to the pupils and/or the community, etc.)

The specific learner needs of the disadvantaged identified and prioritized by teachers, principals, central staff personnel and the Title I Parent's Advisory Council were:

Learners Need

1. To function at full potential in reading and math.
2. Improvement in self-concept.
3. To develop critical thinking ability.
4. To improve their communication skills.

The learner needs were met by reorienting teacher and students behavior in selected classroom activities. This was accomplished by developing and implementing the following activities:

1. Structured Tutoring in reading and math for educationally deprived children.
2. Perceptual Motor Program for educationally deprived children.
3. In-service Training for teachers of educationally deprived children.
4. Summer School Program for educationally deprived children.
5. Adult tutoring for children in the grades 4-8 in reading and math.

The generic goal for 1974-75 for each pupil was to establish a responsive learning environment in each Title I school that would further develop a more positive self-concept and improvement in basic competencies in all academic areas for learners who were not achieving at grade level.

1.0 Specific Objectives - Rationale

The major thrust of the project was directed to program components which develop self-concept and improve basic competencies in Reading and Mathematices, as these are the two subject areas which are most crucial in school achievement. Reading and mathematics were considered to be vital skills which should be mastered in order for a child to achieve learning benefits from a broad spectrum of academic experiences.

Self-concept, in this proposal, was defined as becoming a more inquisitive learner, becoming more personally motivated toward learning, gaining greater self-esteem, and improving attitudes toward teachers, peers, and learning.

Rigidly applied objectives often ignore the existance of the broad spectrum of learning styles, strengths, and teaching techniques. Emphasis on the instruction for teachers in the in-service training components of this project was on improving their competence in coping with the special learning needs of educationally deprived children.

Special procedures and methods are described fully for each component in the accompaning pages.

SECTION XII will follow

AN EVALUATION REPORT
TITLE I PROJECT #1689
PROGRAM COMPONENT I
BOISE INDEPENDENT SCHOOL DISTRICT
1974-75

The stated objectives of Component I were as follows:

1) "To provide children with one-to-one peer relationship to learn basic skills in reading and math and improve pupil's self-concept."
2) "Prior to June 30, 1975, 85% of all participants in target schools Structured Tutoring will have gained (1) full year in basic skills in reading and math, as measured on a criterion-referenced test and there will be no measurable decline in the expected achievement of students in other subject areas or school activities."
3) "Given criterion-referenced pre and posttests of reading, 85% of the pupils tutored will significantly improve decoding skills, sight word recognition, and reading performance."
4) "Given criterion-referenced pre and posttests of mathematics, 85% of the students tutored will significantly improve their concepts in mathematics."
5) "Prior to June, 1975, 80% of the students participating in Title I programs in the target schools will have a positive self-concept as measured by a good test of self-concept."
6) "Given pre and posttests of the Reading Attitude Survey, 75% of the tutored pupils will significantly improve their attitude."
7) "Given an attitude inventory on a pre and posttest basis, pupils will demonstrate improved attitudes toward self, school, and Mathematics by checking or having checked for them, more positive responses on the posttest than on the pretest."

The body of this report is organized around the stated objectives as they occur in sequence. For each objective the relevant data are presented and interpreted with some disucssion. Conclusions are presented following each objective.

Objective 1: "To provide children with one-to-one peer relationship to learn basic skills in reading and math and improve pupil's self-concept."

Students in the 17 target schools who were in need of special help in either reading, math or both as identified through teacher perceptions and achievement data were included in the present project. A total of 698 students participated as learners in the reading program and an additional 540 in the math program for a total of 1,238. There were about 700 - 800 fifth and sixth grade students who participated as tutors and shared in the benefits of the program. The reading students tutored an average of 13.56 hours and the math students for an average of 14.51 hours.

There were 27.25 Full Time Equivalent (FTE) tutor managers who supervised the student tutors and mastery checked the learners. This represents an average of 45.4 learners per tutor manager. The budget for Component I was $149,927 with a cost per student learner of about $121.10 if one assumes the only benefits accured are to the 1238 students who were tutored. At a cost of $121.00 per learner and 13-14 hours of tutoring time the cost per student per hour is about $8.96. This figure included materials, some of which are re-usable and thereby, has lowered the total cost by an undetermined amount. Data obtained from the parents and teachers of those 788 students who served as tutors indicates that cost benefits were appreciated by the tutors as will as those they tutored (See Appendix 1).

In summary, the data indicate that tutoring was made available to a large number of students in the math and reading areas.

Objective 2: "Prior to June 30, 1975, 85% of all participants in target schools Structured Tutoring will have gained (1) full year in basic skills in reading and math, as measured on a criterion-referenced test and there will be no measurable decline in the expected achievement of students in other subject areas or school activities."

A necessary part of the tutoring sequence is the pre-tutoring administration of the Harrison Diagnostic Test. The Harrison test is criterion-referenced in the sense that it tests only those skills taught during the tutoring process.

Complete pre and posttest scores were available on 494 students. Pre and posttest differences in each of the subscales were tested for significance using the student t-test. These results are summarized in Table I.

TABLE I

TOTAL READING PROGRAM
HARRISON SUB-SCALES

Subscales	Pre	Post	t
Basic Sight Words (20)	12.35	18.39	23.12*
Additional Sight Words (180	59.51	125.31	29.51*
Decoding (61)	14.29	44.00	39.99*

*significant at the .001 level

On the average, significant gains were made on all three subscales.

The large pre and post gains for each grade level are presented graphically in figures 1 through 3. The differences at all grades and on all subscales were significant.

FIGURE I

Average Gain in Basic Sight Words
Pre and Post Test (494 Students)

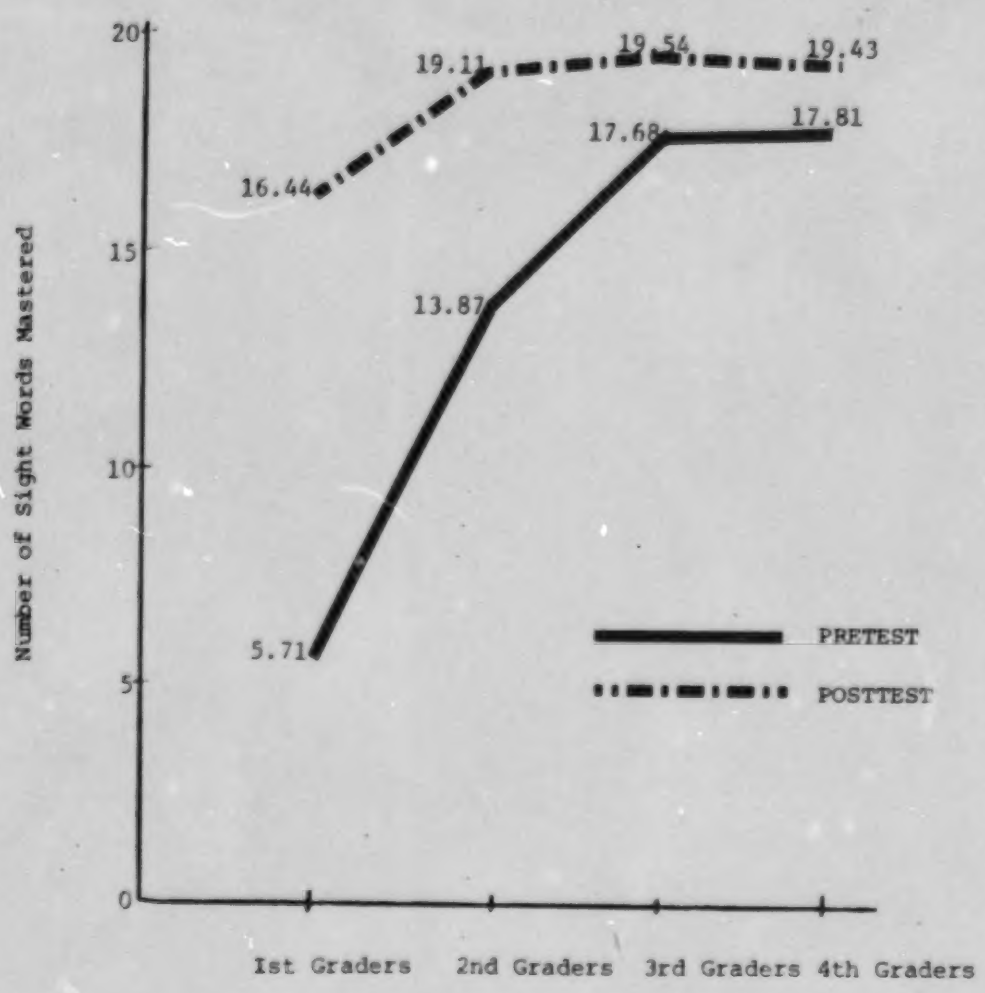


FIGURE 2

Average Gain in Additional Sight Words
Pre and Post Test (494 Students)

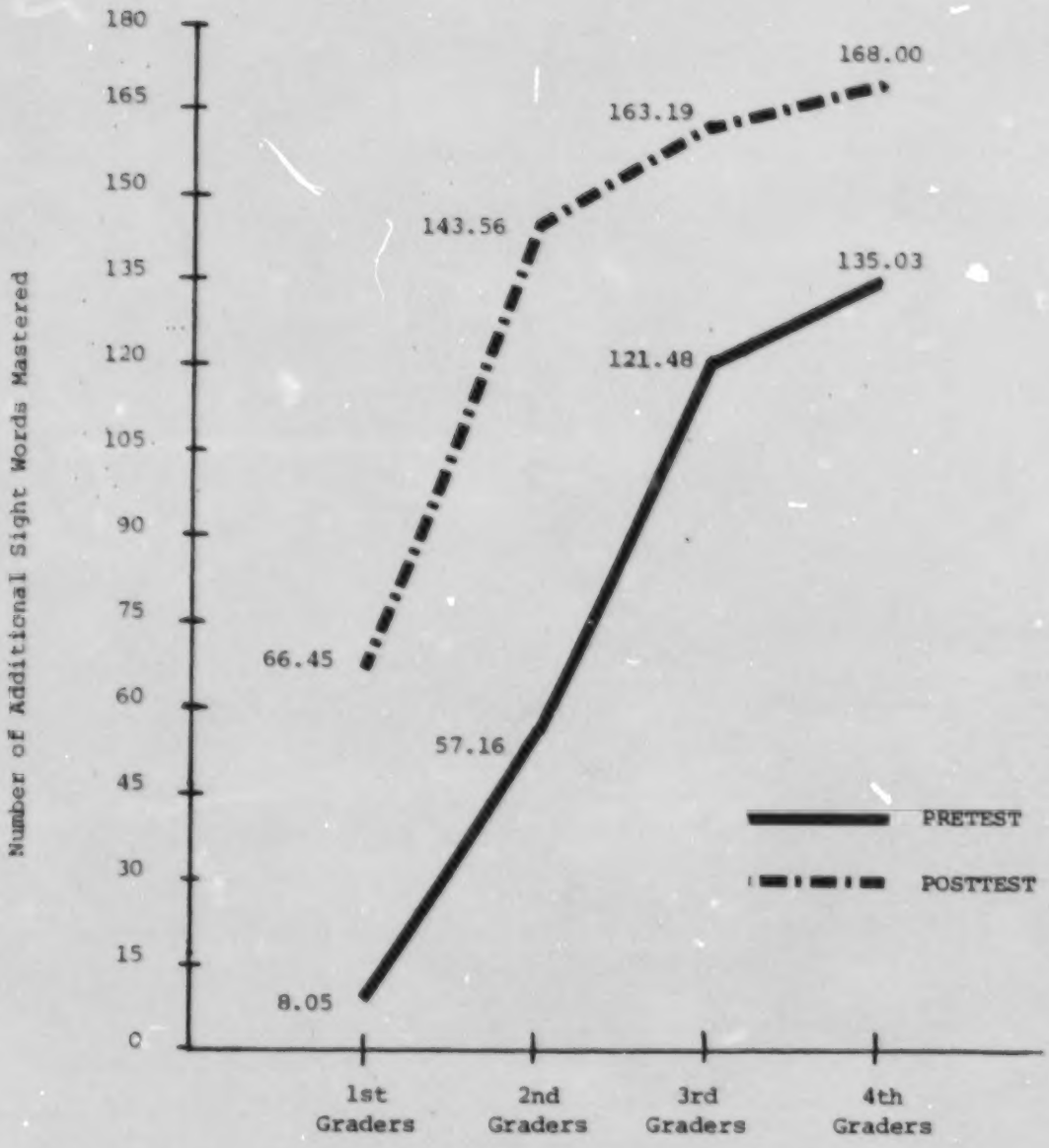
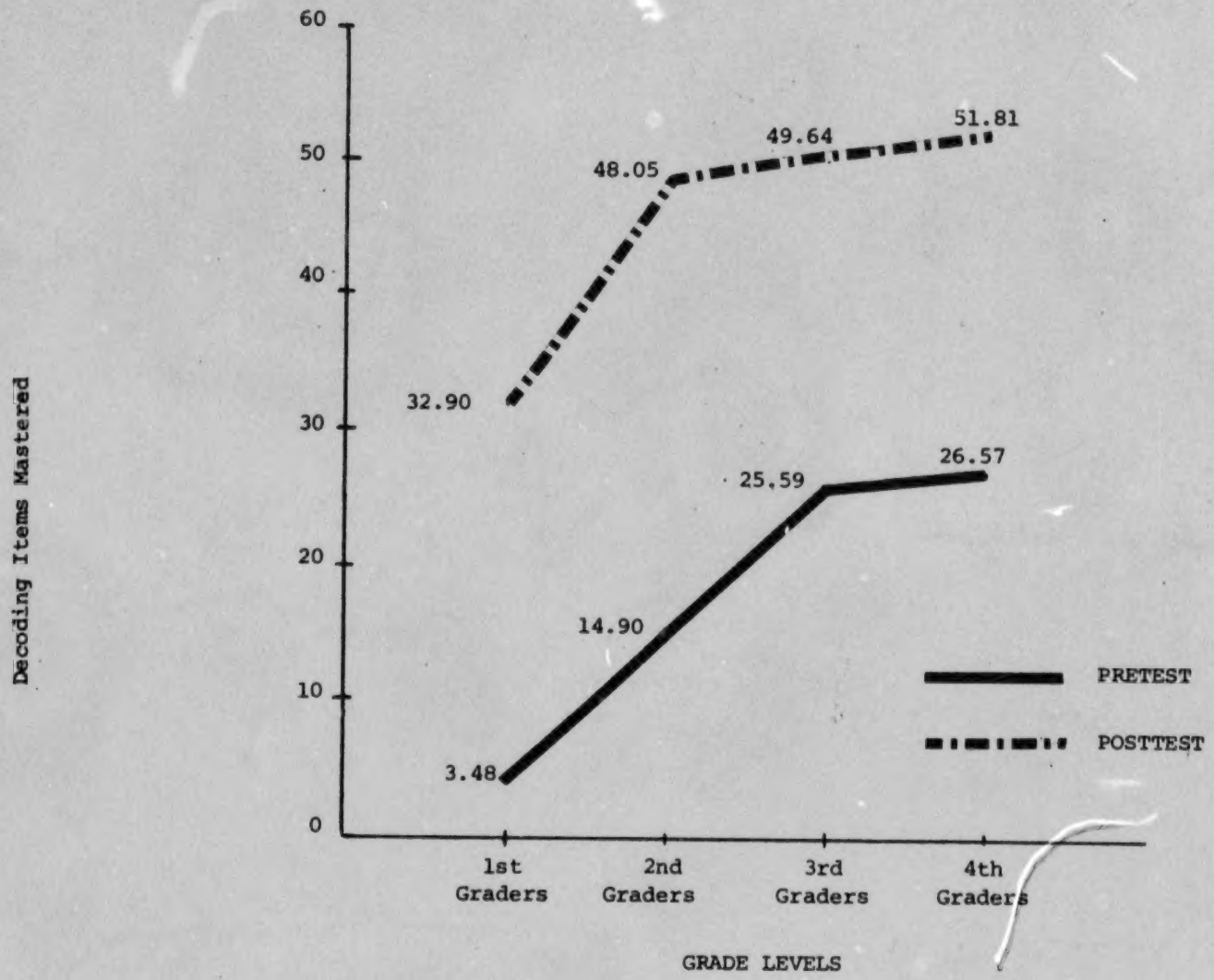


FIGURE 3

Decoding Pre and Post Test (494 Students)



To further exemplify that the structured tutoring is effective, a small sample of 77 first grade students, who were tutored, were compared with a sample of non-tutored first graders.

The sub-scales of the Harrison test were administered and analyzed for these two groups. The pre, post, and gain score means for the Harrison sub-scales are summarized in Table II.

TABLE II

TUTORED AND NON-TUTORED SAMPLES
HARRISON SUB-SCALES

Subscales	Tutored			Non-Tutored		
	Pre	Post	Gain	Pre	Post	Gain
Basic Sight Words (20)	2.14	18.54	16.40	1.55	7.94	6.39
Additional Sight Words (180)	6.16	100.95	94.79	0.00	14.88	14.88
Decoding (61)	2.42	40.61	38.19	0.45	15.39	14.94

Posttest scores for each of the three sub-scales were compared using analysis of covariance in which pretest scores were controlled. The results showed significant differences between the tutored and non-tutored samples on all three sub-scales. In each case the tutored group out performed the non-tutored group (See Table III).

TABLE III

TUTORED AND NON-TUTORED SAMPLES
POSTTEST COMPARISONS
HARRISON SUB-SCALES

Variable	Tutored	Non-Tutored	F
Basic Sight Words	18.54	7.94	63.84*
Additional Sight Words	100.95	14.88	26.49*
Decoding	40.61	15.39	36.82*

* Results are significant at the .001 level

At the present time no grade level equivalents have been established for the Harrison Test. A pilot project comparing this test with the Woodcock test, which has established grade level equivalents, suggests that a change in the Harrison scores could be considered indicative of a corresponding change in Woodcock scores.

The second part of objective number 2 calls for a full year's growth in math skills as measured on a criterion-referenced test. A similar procedure was followed here.

Complete pre and posttest data on the Addition and Subtraction scales of the Harrison test were available for 487 students in grades 1-6.

The t-test was applied to the total group means on each of the two scales (See Table IV).

TABLE IV

TOTAL GROUP MEANS
ADDITION AND SUBTRACTION

Variable	Pre X	Post X	t
Addition	52.77	79.89	8.66*
Subtraction	36.81	73.09	8.72*

*Results are significant at the .001 level

Figures 4 and 5 present graphically the average gains made by each grade level.

FIGURE 4

Harrison Addition Pre and Post Test (487 Students)

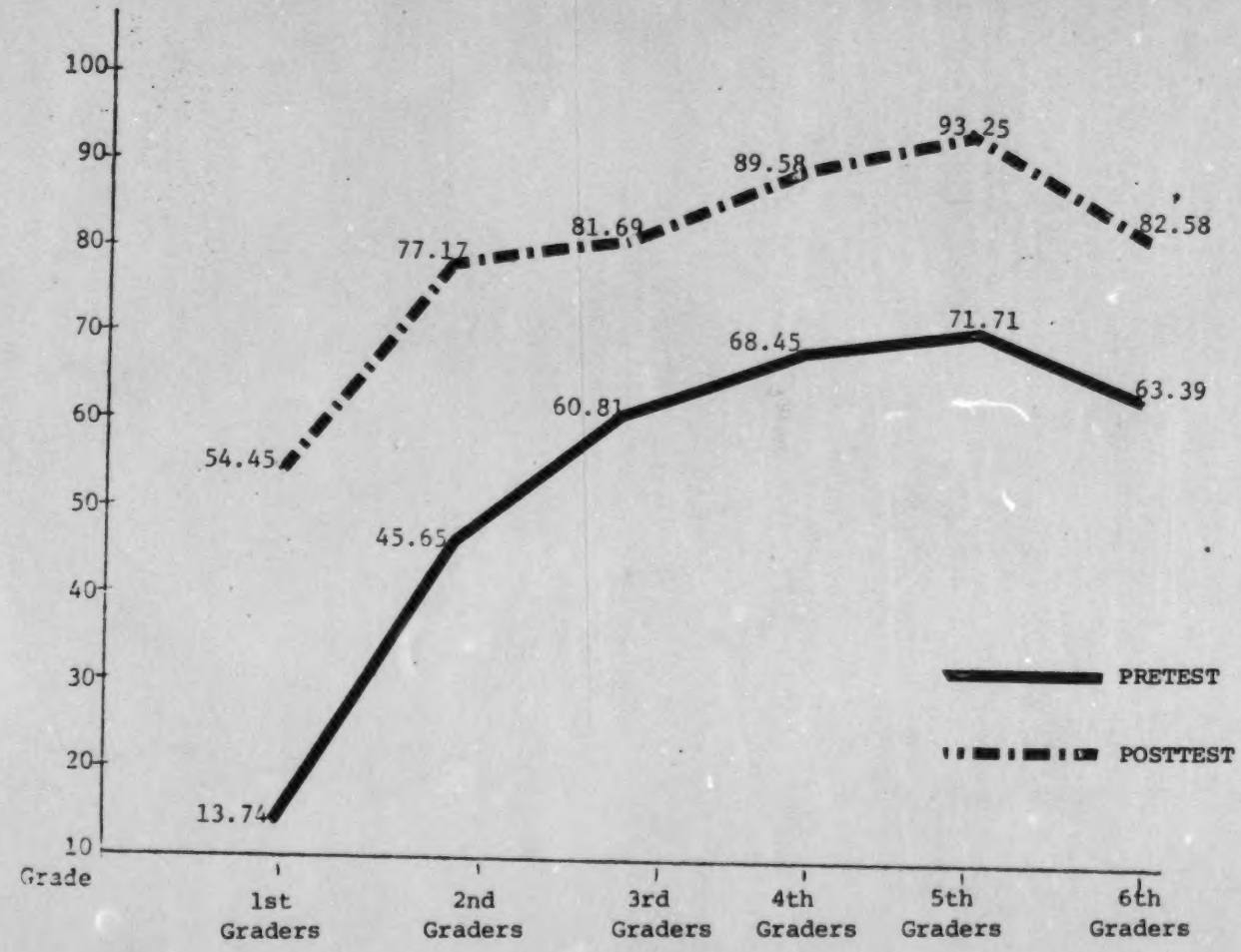
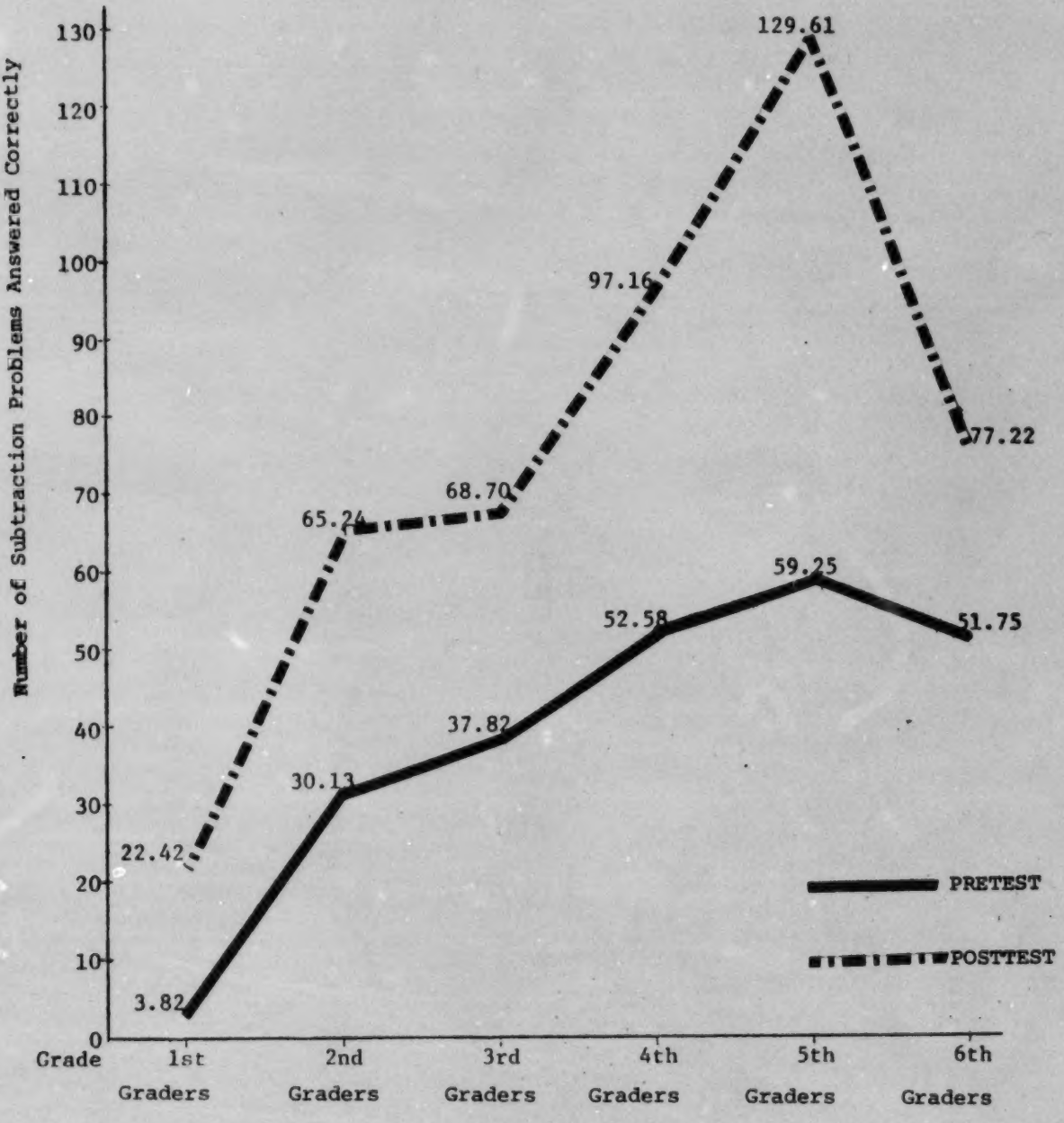


FIGURE 5

Harrison Subtraction Pre and Post Test (487 Students)



These results indicate that the tutoring experience was effective in raising the math ability of those tutored.

To further exemplify that structured tutoring is effective, a small sample of 42 second grade students were selected at random from the population of students in the target school who were tutored. A second sample was selected from a similar but not Title I school and was used as a comparison group. Since the comparison group was receiving no benefits from the tutoring program restrictions were place on the amount of testing which could be accomplished. Time permitted only the administration of the Key Math Test on a pre and posttest basis at the beginning of the school year and again in April Pre, post, and gain scores on each of three Key Math sub-scales for the tutored and non-tutored groups are summarized in Table V.

TABLE V

KEY MATH -- RAW SCORES
SECOND GRADE SAMPLES

Variable	Tutored			Non-tutored		
	Pre	Post	Gain	Pre	Post	Gain
Addition	5.90	8.29	2.39	6.00	7.04	1.04
Subtraction	4.45	6.48	2.03	4.77	5.72	0.95

The results indicate that the tutoring experience was successful in enhancing the amount of learning achieved by the tutored students over and above the achievements of a non-tutored sample.

Objective 3: "Given criterion-referenced pre and posttests of reading, 85% of the pupils tutored will appreciably improve decoding skills, sight word recognition, and reading performance." Examination of the data revealed that 99% or 690 students gained in decoding skills from pre to post testing. 92% of the students, or 640, gained in their ability to read the 20 basic sight words, 99%, or 691, of the students gained in their ability to read additional sight words.

This data overwhelmingly confirms objective 3. Graphically, the data are presented in figures 1 through 3 by grade level.

Objective 4: "Given criterion-referenced pre and posttests of mathematics, 85% of the students tutored will appreciably improve their concepts in mathematics."
The data indicates that in mathematical concepts, 98% or 529 students gained in their ability to perform addition skills. 99% or 532 students gained in their subtraction skills. This indicates that objective 4 has been strongly supported by the evidence. Figures 4 and 5 present the material graphically by grade level.

Objective 5: "Prior to June, 1975, 80% of the students participating in Title I programs in the target schools will have a positive self-concept as measured by a good test of self-concept."

To minimize testing time and interruption of regular school programs, a self-concept test was administered to the previously described first grade samples both tutored and non-tutored. The test given was the Pictorial Self-Concept Scale developed by Bolea, Felker, and Barnes. The test is composed of 50 pictures depicting events or circumstances in a child's life which are indicative of positive or negative incidents or feelings. The child sorts the pictures into groups depending on whether they are "Like," "Not Like," or "Sometimes Like" him. This test was given before and after the tutoring sequence.

Posttest differences between the two groups were analyzed using analysis of covariance to control for pretest level. The results showed a difference between the two groups following tutoring with the tutored group scoring higher than the non-tutored group (F Score = 3.34). These results are presented in Table VI.

TABLE VI

PRE AND POST SELF-CONCEPT SCORES
FIRST GRADE SAMPLES

Group	Pre	Post	F
Tutored	61.02	63.54	3.34
Non-tutored	61.09	58.00	

* Results are significant at the .06 level

Theoretically the self-concepts of first grade children are more malleable and easier to change than in older children and therefore these results may not generalize to older age children. These results do support the contention that the tutoring experience is beneficial in terms of students attitude toward themselves.

Objectives 6 & 7: "Given pre and posttest of the Reading Attitude Survey, 75% of the tutored pupils will significantly improve their attitude."

"Given an attitude inventory on a pre and posttest basis, pupils will demonstrate improved attitudes toward self, school, and Mathematics by checking or having checked for them, more positive responses on the posttest than on the pretest."

Self-concept theorists feel that self-report measures of self-concept may be the last to change when a student does in fact feel better about himself and what he can do. Behavioral expressions of change may be more indicative of attitudinal change than self-reports. Questionnaires were sent to parents and teachers of the student tutors and students who were tutored. These questionnaires were looking for perceived changes in the math and reading behavior of the tutors and learners plus behavioral changes

which may be indicative of attitudinal changes toward reading, math, school and/or self. The questionnaires returned provided the following information.

1) 94% of the parents of children tutored in reading indicated an improvement in reading ability of the child and that the child seemed to enjoy his reading more.
2) The teachers of students tutored in reading felt that the tutored students were more willing to answer questions, share ideas, and read aloud to the group following their tutoring experience than they were before.
3) Both the parents and teachers of the reading tutors (96% and 94%) perceived an added sense of responsibility in their child as a result of tutoring.
4) Over 90% of the parents of children tutored in math felt that their child was doing better in math and seemed to enjoy it more.
5) The teachers of students tutored in math felt that the students were answering more questions and participating in class more than before.
6) The parents and teachers of the math tutors felt that their child felt a sense of responsibility for the child they were tutoring.

These data are supportive of positive attitudinal and behaviorsl changes indicative of higher self-concept and self-evaluations. Students who are more willing to help and show concern for others generally feel better about themselves than students who do not show such conern. Students who are willing to answer questions in class and share their ideas are also generally more self-accepting than the child not inclined to participate or share.

The report relevant to these two objectives (See Appendix 1) includes sample instruments and summaries of parent and teacher responses on each questionnaire. Responses were also solicited from each of the principals of the 17 target schools. The general concensus obtained from the responding parents and teachers indicated positive behavioral and attitudinal changes in the areas of math and reading.

Component 2 - THE PERCEPTUAL MOTOR PROGRAM

A. The objectives of this program were:

1. To assist each educationally deprived child in acquiring efficient movement.

2. To further develop the functioning of all senses.

3. To develop a positive self-concept.

In order to achieve the above objectives, the major areas of concentration were:

1. Locomotor skills

2. Body and space awareness

3. Balance skills

4. Hand-eye coordination

Kindergarten and first grade children in the Target Schools participated in a Perceptual Motor Survey which identified those educationally deprived children in need of further perceptual motor training. The survey taps such areas as right-left awareness, balance, hopping and jumping, and spatial relations. Children were considered in need of this program if they scored 24 or below on the survey. The four fulltime Title I funded perceptual motor specialists served the Target Schools working with the small identified groups of educationally deprived children and consulted with teachers helping them with the total perceptual motor program.

Taft and Madison schools had the perceptual motor specialist work closely with the LD Resource Teacher in finding a group of educationally deprived children above the 1st grade who were in need of a better self-concept and physical development. These programs ran twice per week for one semester.

At Warm Springs Center, a perceptual specialist worked with the emotionally disturbed students at that center three times a week throughout the year. This program was in the area of self-concept and included many life-time sports activities.

B. Results

Complete pre and post data were available on 105 kindergarten children and 54 first graders.

Table

Perceptual-Motor Survey Scores - Kindergarten and First Grade

	No. of Children	Mean Pretest Score	Mean Posttest Score	t
Kindergarten	105	21.77	27.04	12.63*
First Grade	54	21.96	28.87	13.70*

*results are significant at the .001 level

The results indicate that the gains from pre to post testing are significant in magnitude.

Component 3 In-Service Training
Application of Learning Theory to Educationally
Deprived Children

I. Introduction

The in-service program was a unique combination of course content and in-school application. Learning theory, basic instructional theory and management techniques were taught in the classroom with projects observed and supervised in the schools.

The focus of class discussion and applied projects was on the application of theory to the educationally deprived child.

Instructor:	Dr. Anne F. Terrill, Ph.D. Instructional Facilitator Boise Public Schools
Text:	Understanding School Learning by Michael Howe Harper & Row 1972 New York
Speakers:	Dr. Terry Armstrong, Ph.D. Professor, College of Education University of Idaho
	Mr. Claude Hanson Science Supervisor Boise Public Schools
	Dr. Arthur Iriarte, Ph.D. Chariman, Special Education Program University of Idaho
	Mr. Joseph Rubin Curriculum Director Clackamas School District Milwaulkie, Oregon
Participants:	Thirty-nine elementary school teachers from Title I schools in the Boise Public School system
Duration of Program:	The program consisted of 16 3-hour class meetings from October 21, 1974 to February 21, 1975
Graduate Credit:	The students received three graduate credit hours at either Boise State University, University of Idaho or Idaho State University

Evaluation:

Student Evaluation

1. The students were tested on text material by multiple choice exam and were given grades based on the precent of objectives mastered.
2. Those students involved in projects in the schools were observed and were given written evaluation and grades.
3. Those students not involved in projects elected to be tested on an additional text.

Program Evaluation

A final program evaluation form was sent to all participants at the programs completion

II. Student Evaluation

A. Multiple Choice Exams on text material

Detailed objectives for the text were distributed during the first day of class. Subsequent exam items were based on the objectives. The course outline and instructional objectives for the course are provided in Appendix 2 . Mastery of these objectives fulfilled the first two goals of the in-service training which were:

1. To provide teachers with skills to enable them to make educational diagnosis of skill deficiencies demonstrated by the child,
2. To enable staff members to identify those learning modalities successfully and comfortably employed by each individual child.

Students were given three opportunities to master all objectives and as a result, one would expect the percent of mastery to be, high for all students.

Mid-term Exam

Mastery	Frequency
100%	26
97%	6
94%	3
91%	1
88%	1
68%	1
Audit	1

Final Exam

Mastery	Frequency
100%	30
96%	3
92%	4
88%	1
Audit	1

B. Projects Completed in Partial Fulfillment of the Requirements of the In-service Program in Learning

This segment of student evaluation fulfilled goal 3 of the in-service training program:

3. To enable staff members of utilize the results of diagnosis, based upon individual work with the pupil and assist them in developing methods which can be implemented in the regular classroom.

Esther Burkheimer - Lowell School

A two week unit on "Let's Visit Mexico - Land of the Big Hats" made use of role playing, learning centers and puppets. It culminated in what could only be described as a multi-media, multi-modal presentation in the guise of a Fiesta. Second graders demonstrated their competency in Spanish songs, conversation, dance and map reading. Most impressive was the children's ability to read rather complex english passages aloud, describing at least twenty different facets of Mexican life from bull fights to cactus to volcanoes.

Jan Horning and Judy Morishita - Longfellow School

In a joint effort, both first grade teachers established learning centers in reading, language skills, writing and spelling, art, visual discrimination and auditory perception. For half a day, the students rotate through the centers completing teacher assigned tasks on basic skills, as well as student selected tasks in areas such as art. The final step in their planning will be open movement of students from one classroom to the other.

Kathy Larkin, Ramona Campbell and Andrea Speer - St. Mark's School

All three teachers were eager to establish a reading-listening center. The school provided them with tape recorders and head-phones to facilitate the endeavor. Their main objectives were to provide student-centered activities designed to motivate and improve reading skills, and to help develope a sense of responsibility in the selection of learning tasks.

MaryLu Harder - Roosevelt School

First graders in Mrs. Harder's class now have a math learning center. The center contains progressively difficult mainipulative materials which correlate with and reinforce basic math concepts learned in seat work. The materials such as math games, peg boards, number wheels and numbered blocks make math learning not only fun but concrete in nature.

Gordon Dougal - Roosevelt School

A science learning center was established, equipped with 4 microscopes, prepared slides, mold cultures for observation and all materials to assist in student preparation of slides. The center is available before and after school, and during school hours for those students who successfully complete their work.

Debbie Owsley, Cheryl Watson and Vicky Bryson - Washington School

A tutor-buddy system was designed whereby a 5th grader tutors a 3rd grader, and a 3rd grader tutors a kindergarten child. The primary objective of this mini-program was to build self-image on the part of the tutored child, and to aid in developing a sense of responsibility and importance on the part of the tutors. The material used emphasized reading skills.

Colleen Andrew - Whitney School

Music was the central theme of the learning centers, which were established at Whitney. A half-hour block of time was allotted for students to practice the fundamentals of music reading, rythym, and to distinguish between many different instruments. Ditto sheets at each center described the various tasks. The materials required individual and group participation. This was a unique application of learning centers to music.

Reba Farmer - Whitney School

The language arts program "Interaction" was used to facilitate the learning of language skills through learning centers. Activity cards, library books, games and tapes were among the materials used. The major objectives of the program were to develope the students' ability to communicate and to offer varied individualized approaches to reaching this competency.

Kathy Corbett - Hawthorne School

Children were introduced to a unit on sound designed to acquaint them with the physics of sound and how it affects their lives. Variables such as size of instrument as it affects pitch, tension of rubberband and pitch, and the type of media through which sound travels were investigated. Students experimented in class, completed written work and took a field trip to the telephone company.

Pat Spofford - Taft School

An ongoing Perceptual Learning Lab with emphasis on visual memory and hand/eye coordination has been developed for kindergarten children.

The teacher has developed a file box with categories such as small-motor coordination, tactile perception and discrimination. Within these categories, all perceptual motor games, blocks, picture cards, geo-boards and records in the classroom are categorized. The activities can then be selected and set up in centers to meet group and/or individually prescribed objectives.

JoAnn Adolphson - Campus School

From 12:30 to 1:00 p.m. on Fridays, half of the first grade class receives third grade study-buddies. The first graders select books from in-class stacks which the teacher has categorized as easy or more difficult. The study-buddy monitors the reading of the first graders and occasionally the two take turns reading. The other half of the first graders spend this time on worthwhile projects with the counselor. From 1:00 to 1:30 the groups of first graders switch places. At last count the average number of books read was 11 with some completing as many as 23.

Mary Lou Murelaga - Madison School

When work is completed, these first graders may go to one of the centers available in class. New centers encouraging communication skills have been established. One such center, the grocery store, is equiped with cash register, play coins and empty containers of everything from milk to floor polish, which can be "purchased". The grocery store does a thriving business. A puppet center is available for making and for using puppets as a means of communication.

Marian Wright - Hawthorne School

Five students functioning far below grade level in math were given 40 minutes of small group work with the teacher per day. The project, which lasted for 3 1/2 weeks, emphasized positive reinforcement, the correction of errors as soon as they were made, the use of manipulative materials and small amounts of material presented at any one time. The majority of the children showed gains in accuracy and shortened working time.

Geneva Bates - Hawthorne School

A unit in Social Studies was planned where students in class locate the countries from which their ancestors came. Through this vehicule, the class has the opportunity and reason to acquire map skills, discuss the contributions of different nationalities, increase vocabulary, get acquainted with each other and maybe understand others better.

Merle Noble - Garfield School

This project was a case study of a 7 year old boy who, as a result of a negligent upbringing, was disruptive and in may ways, deviant. Through much positive reinforcement in his foster home and at school, the deviant behavior was extinguished.

Mina McKean - Taft School

In the study of Idaho, a contracting method of instruction was used. Each child was given a booklet containing interesting descriptions of 15 different ways of finding out about Idaho. The teacher-designed cover colorfully portrayed the 15 different activities from map study to Famous Idahoans. Children with their parent's input, decided how many of the activities they would contract to complete.

Andy Sulonen - Campus School

A communication center has been established in this class for the display and use of different types of visual and auditory communication aids. The students may choose from a list of film strips, kits, records and cassettes. The center is used also for teacher-to-student talks, as well as student-to-student discussions.

Joy Briggs - Lowell School

An all-day unit on the four basic food groups took place with first graders at Lowell. The concept of the food groups was presented from many different perspectives and modalities. A number of centers were established wherein children could not only see, smell, and taste representative samples but could paint, make costumes and construct examples of foods. Colorful cardboard foods were used at another center where, with paper plate in hand, children attempted to select "foods" from each food group, achieving a well-balanced meal. The unit was summarized in slide form with accompanying narration.

Mel Cook, Susan Babcock, Linda Leoni - Whittier School

The Friday morning cafeteria-stype activity period for grades K through 3 was video taped. Students select an activity from a variety of offerings from photography to specific science projects. They then move to the location of that activity, which may be taught by the K-3 teachers, counselors or outside speaker.

II C. Short Answer Essay exam on additional texts

Classroom Activities for Helping Slower Learning Children by Lucas and Barbe

Developing Attitude toward Learning by Mager

Reinforcement by Hunter

Grades	Frequency
A	7
A-	1
B+	1
B	1

III. Program Evaluation

The Evaluation questions are included below. The average ratings of students involved in projects and those of non-project students follow each question.

A. The Program in General

1. **The organization of the course was:**	**Excellent** 6	5	4	3	2	**Poor** 1

Average Response 5.17

2. **The objectives of the course were:**	**Clearly Written** 6	5	4	3	2	**Ambiguous & Vague** 1

Average Response 4.96

3. **The coverage or scope of the course was:**	**Very Adequate** 6	5	4	3	2	**Inadequate** 1

Average Response 4.92

4. **The handouts given out in the class were:**	**Very Useful** 6	5	4	3	2	**Useless** 1

Average Response 5.25

5. **The multiple choice examinations were:** Very Fair 6 5 4 3 2 Unfair 1

Average Response 5.67

6. **Overall, I considered this course to be:** Excellent 6 5 4 3 2 Poor 1

Average Response 5.08

7. **Would you recommend this course to a colleague?** Yes No

78% of the Project students would recommend the course

B. Specific Aspects of the Program

Guest Speakers - overall evaluation of their presentations

8. **Dr. Terry Armstrong - first class meeting - needs assessment** Excellent 6 5 4 3 2 Poor 1

Comments: _____

_____

_____

○ Not Applicable

Average Response 4.38

9. Claude Hanson - Presentation on the Inquiry Approach in Science.

Excellent 6 5 4 3 2 Poor 1

Comments: _____

_____

_____

○ Not Applicable

Average Response 5.16

10. Dr. Arthur Iriarte - Two day presentation on Behavior Modification.

Excellent 6 5 4 3 2 Poor 1

Comments: _____

_____

_____

○ Not Applicable

Average Response 4.25

11. Joseph Rubin - Presentation on Learning Centers.

Excellent 6 5 4 3 2 Poor 1

Comments: _____

_____

_____

○ Not Applicable

Average Response 4.35

12. Films - Overall Evaluation	Very Interesting					Dull	
"Learning"	6	5	4	3	2	1	Not Applicable ○
"Eye of the Storm"	6	5	4	3	2	1	Not Applicable ○
"Cradle to Classroom"	6	5	4	3	2	1	Not Applicable ○
"Cognitive Development"	6	5	4	3	2	1	Not Applicable ○
"Bridging the Gap"	6	5	4	3	2	1	Not Applicable ○

On a continuum of very interesting (6) to dull (1), the students rated the films at 5.0

C. Optional

The stronger features of the in-service program were:

_____

_____

_____

The students indicated that the instructor, outside speakers and films, were the stronger features of the course. In addition, the "project students" indicated that the project itself was a strong feature.

If we were to do it again, I would suggest the following changes and/or additions:

_____

_____

_____

The students expressed that the course would be improved by having a larger emphasis on specific classroom ideas and additional opportunity for teacher interaction in the classroom

COMPONENT 3 A
Tutor Aide and Junior High Catch-Up Keep-Up

I. Grades 4 - 6 Tutor Aide Program

A. The primary objective of Component 3A as revised was to extend the tutoring program to the advantage of older students, grades 4 - 9. A total of 359 students in grades 4 - 6 participated in this program; 268 in reading and 91 in math. 25 tutor aides each tutored an average of 14.3 students. The reading students were tutored for an average of 13.1 hours and the math students 5.3 hours.

All students tutored in reading were administered the Woodcock Reading Mastery Tests and the Harrison Diagnostic Tests. The same sub-scales reported for Component I were used for Component 3. Table I presents pre and post test scores plus t-test values comparing pre to post test progress on each sub-scale.

Table I

Reading Sub-scales - Raw Scores

Grades 4-6 Combined (N = 231)

Subscale	Pre	Post	t	
Word Identification	83.97	98.45	4.97	**
Word Attack	22.71	34.77	14.66	**
Basic Sight Word	14.79	15.76	4.38	**
Decoding	26.79	42.06	14.04	**
Additional Sight Words	128.62	139.14	2.03	*

** results are significant at the .001 level
* results are significant at the .05 level

B. The results indicate significant progress on all reading sub-scales. The pre and post test scores on the Woodcock sub-scales are converted to grade level equivalents in Table II.

Table II

Reading Sub-scales - Reading Grade Scores

Grades 4-6 Combined (N = 231)

Subscales	Pre	Post	Gain
Word Identification	3.0	3.7	.7
Word Attack	3.1	4.5	1.4

The grade level changes indicate .7 of a year improvement on Word Identification scores and almost a year and a half (1.48) change on Word Attack skills which are the most generalizable in terms of reading skills. These results indicate significant improvement in the reading abilities of the students tutored.

All students tutored in math were administered the Key Math Test of Arithmetic on a pre and post test basis. The math program was late getting started due to the unexpected nature of the addition of Component 3A and the unavailability of math tutoring materials. Pre and post test means on the Key Math scales are reported on Table III.

Table III

Key Math Sub-scales

Grades 4-6 Combined (N=54)

Subscales	Pre	Post	t	P
Addition	10.24	10.15	0.16	NS
Subtraction	7.85	8.18	0.67	NS
Multiplication	5.84	6.13	0.46	NS

While the results show composite mean gains in students' math skills between pre and post tests, the progress was not statistically significant. The lack of significant results to some degree may be attributed to the shortness of the tutoring sequence (only 5 hours).

II. Grades 7 - 9 Catch-Up Keep-Up Program

A. Hillside Junior High

At Hillside, two teachers (one in reading and one in math) were hired to serve the students identified as functioning below grade level.

One instructor taught reading skills through a social science format. Four classes of eight students each were established to improve oral reading and vocabulary word comprehension. The teacher generated materials by re-writing and combining from many sources, information which, unaltered, would have been too advanced for class use. Individual assignments, which were made to maximize the chance of student success, were graded daily and placed in the student's folder.

The math instructor was a roving teacher. Through the cooperative efforts of the teachers in the school, the Title I instructor traveled from classroom to classroom, making assignments based on individual needs and having total responsibility for the math or science grade of each of 17 students. Objectives for each child were established, contingency contracting and immediate feedback were stressed.

B. North Junior High

One teacher was hired to teach both reading and math. In reading, five contained classes of five students each were established. The teacher, trained in the Harrison Structured Tutoring method, individually tutored each child according to need in such areas as phonetic rules, irregular sounds of certain letter clusters and prefixes and suffixes. A trained tutor aide was hired during the last month to facilitate the individualization. In math, the teacher was responsible for 7 students already in a basic math course, one period a day. She utilized a self-designed diagnostic test, and on the basis of test results, prescribed individual math curricula.

C. RESULTS BY SCHOOL, SUBJECT AREA AND SUBSCALE

Table I
Woodcock Reading Mean Raw Scores
Hillside N=31

Scales	Mean Pretest	Mean Posttest	Gain	t-score
Letter identification	43.77	44.70	+.93	
Word identification	101.16	107.54	+6.38	
Word attack	28.00	33.82	+5.82	
Word comprehension	29.87	42.25	+12.38	
Passage comprehension	43.51	50.51	+7.00	
Total Reading	126.83	136.87	+10.04	+6.62 *
Average Grade Equivalent Score	4.2	5.4	+1.20	

* results are significant at the .01 level

Table I indicates that on the average, the students in this 3¼ month program gained one year, 2 months in grade equivalent. The total reading score gain for the students yielded a t-score of 6.62, which was significant beyond the .01 level. It is interesting to note that this teacher's emphasis was on word comprehension and passage comprehension and that these areas on the Woodcock showed the largest gain. Of the 31 students, 26 or 83% gained in Total Reading score.

Table 2
Key Math Mean Raw Scores
Hillside N=15

Scales	Mean Pretest	Mean Posttest	Gain	t-score
Numeration	16.6	16.8	+.2	
Fractions	4.9	5.3	+.4	
Geometry	16.2	16.6	+.4	
Addition	11.5	11.5	0	
Subtraction	9.2	9.5	+.4	
Multiplication	6.6	7.3	+.7	
Division	4.9	5.7	+.8	
Mental Computation	6.1	6.2	+.1	
Numerical Reasoning	8.1	8.2	+.1	
	9.1	10.0	+.9	
	5.4	6.5	+1.1	
	10.2	10.7	+.5	
	16.7	18.3	+1.6	
	13.5	15.0	+1.5	
Ave. Total Score	138	144	+6.0	2.23 *
Average Grade Equivalent	4.7	5.0	+ .3	

* results are significant at the .05 level

In math, on the average, students gained 3 months in grade equivalent. The total math score gain for the students yielded a t-score of 2.23 which is significant at the .05 level. Of the fifteen students having completed data, 10 or 66% gained in Total score.

Table 3
Woodcock Reading Mean Raw Scores
North N=23

Scales	Mean Pretest	Mean Posttest	Gain	t-score
Letter identification	43.82	44.26	+.44	
Word identification	106.17	115.91	+9.74	
Word attack	27.34	40.17	+12.83	
Word comprehension	30.21	37.21	+7.00	
Passage comprehension	47.30	54.47	+7.17	
Total Reading	125.65	138.82	+13.17	+7.10 *
Average Grade Equilvalent	4.1	5.8	+1.70	

* results are significant at the .01 level

Table 3 indicates that, on the average, the students in this 3 month program gained one year, score gain for the students yielded a t-score of 7.10 which was significant beyond the .01 level. It is interesting to note that the North program emphasized decoding and word attack skills and that these areas on the Woodcock showed the largest test gain. Of the 23 students, 100% gained in Total Reading Score.

Table 4
Key Math Mean Raw Scores
North N+14

Scales	Mean Pretest	Mean Posttest	Gain	t-score
Numeration	18.35	18.21	-.14	
Fractions	5.71	6.21	+.50	
Geometry	16.71	17.57	+.86	
Addition	11.00	12.71	+1.71	
Subtraction	10.50	10.64	+.14	
Multiplication	7.92	7.71	-.21	
Division	6.57	7.21	-.21	
Mental Computation	6.71	7.07	+.36	
Numerical Reasoning	9.42	9.64	+.22	
Word problems	9.07	10.64	+1.57	
Missing Elements	6.28	6.57	+1.57	
Money	11.42	12.00	+.58	
Measurement	19.21	19.50	+.29	
Time	14.71	16.07	+1.36	
Average Total Score	153.71	161.78	+8.07	t=+2.91*
Average Grade Equilvalent	5.5	6.0	+1.5	

* results are significant at the .01 level

Table 4 indicates that, on the average, students gained one year, five months in grade equilvalent. The total math score gain for the students yielded a t-score of 2.91 which is significant at the .01 level Of the 14 students involved, 10 or 71% gained in total score.

Of the 83 Junior High students involved in the Catch-Up- Keep-Up program, 1 student is officially dropping out of school at the end of the 74-75 school year. This indicates that 99% of the tutored students plan to remain in school.

Component 4 - Summer School

A. Campus elementary school was the site for summer school serving the 14 Title I target schools. Eleven certified teachers, a tutor manager and two tutor aides trained in the Harrison method, and a principal formed the staff of the school program which operated from June 9 through July 11. Special services were offered by a speech therapist and a perceptual-motor specialist to children referred by their teachers. The program was further enhanced by the use of student teachers and teachers in practicum earning credit from the nearby Boise State University.

The objective of summer school as stated in the program application was "---to provide a sequential and developmental continuation program in basic skills for educationally deprived children in the target schools".

The Metropolitan Achievement test Form F administered district-wide in late spring was used as a pretest measurement. Metropolitan Form H was used as a posttest and was given during the fourth week of summer school. It should be noted that from June 9 to the date of posttesting only 15, 8:30 - Noon days of classroom instruction had taken place.

Number of Students Directly Participating in the Program

Grade	
K	14
1	24
2	27
3	26
4	45
5	15
6	12
Total	163

B. The results presented in Table I are based on the number of students (107) having both pre and post test scores available. The tables indicate that with the exception of Grade 1, all grades (2-6) showed gain in reading and math over the 15 day period. No pretest district-wide data was available on kindergarten. Table II reports posttest scores on the Metropolitan Readiness Test.

CAMPUS SUMMER SCHOOL

Table I - Standardized Test Results Reported in Grade Equivalents

Total Reading

Number of Students by Grade Level

Gain in G.E.	1	2	3	4	5	6
0-7 months	15	9	17	29	8	5
7.1-1.00 year		6	3	3		2
1.01 year-1.50 years		2	2	3		1
1.51 years & over		1		1	2	
Column Totals	15	18	22	36	10	8

Class Average Grade Equivalents	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	1.6	1.5	2.3	3.0	2.7	3.0	3.9	4.0	5.2	5.6	4.7	4.9

CAMPUS SUMMER SCHOOL

Table I - Standardized Test Results Reported in Grade Equivalents

Total Math

Number of Students by Grade Level

Gain in G.E.	1	2	3	4	5	6
0-7 months	15	9	13	21	7	9
7.1-1.00 year	1	3	3	4		
1.01 year-1.50 years		2	3	7	2	
1.51 years & over		1	2	4	1	
Column Totals	16	15	21	36	10	9

Class Average Grade Equivalents	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	1.6	1.6	2.4	3.2	3.0	3.5	3.8	4.3	4.0	4.8	4.8	4.9

CAMPUS SUMMER SCHOOL

Table II

Kindergarten Metropolitan Readiness Test Form A - Post Score Only
Reported in Percentiles

Percentiles	Total Score
25% and below	2
26th - 50th	5
51st - 75th	5
76th and above	1
TOTAL	13

B. A second phase of the summer school program was concerned with stimulating parent interest in their child's development and in-depth educational diagnosis for entering kindergarten children. In May, parents in the target schools were asked to complete a developmental checklist on their entering kindergarten child (See Appendix 3 for all materials on the screening process). Upon completion of this initial pre-screening form, those parents who felt their child needed in-depth testing in any or all of the areas, referred their child to the summer screening program.

The screening program, which served 178 children, was a 5-week effort with two major objectives:

1. to involve parents in a discussion of child development. The parents were invited to participate in a one hour discussion with a psychologist on the importance of:

   the natural and continuous process of child development
   visits to the physician and dentist
   nutrition and rest
   the development of positive attitudes toward school and reading, in particular
   regular school attendance
   communication and cooperation with school staff

   The parents were given a handout containing materials prepared by each of the professionals involved with the program. A film, The Child's Play and the Real World, was shown and discussed. The children were being screened during the parent education period. When screening was completed, the parents then traveled to each station to receive the information on their child.

2. The second objective of the screening was to provide specific information on each child to his/her kindergarten teacher with instructional strategies for dealing with maturational lag. The children were rotated at 10 minute intervals through the following five stations:

   Station One - Language, Speech and Hearing

   The Hearing and Speech pathologist, Kenna Worthington, tested hearing at 25dB with four frequencies to determine auditory acuity. Articulation was observed as the child was tested in the language and conversation areas. If problems were noted, the child was further tested with the Bryngleson Articulation Test

   Language testing included parts of the Utah test: receptive vocabulary, naming of colors (expressive vocabulary) and sentence repetition. A spontaneous speech sample was observed to measure the adequacy of picture discussion (names, actions, relationships). The child was asked to sequence a set of pictures and to tell a story.

Station Two - Health

The nurse, Joan Hoene, measured visual acuity on the Titmus machine, using Michigan Pre-school test slides. Height and weight measurements were noted and a dental inspection was given to determine obvious signs of cavities or gum disease.

Station Three - Perceptual-Motor

The perceptual-motor specialist, Bif Bronson, used the Boise Physical Development Survey adapted for pre-school children. The areas tested were: balance, jumping and hopping, right-left awareness, and the perception of forms.

Station Four - Kindergarten Skills

A kindergarten teacher, Diane Crandall, using items from the SCAT, measured general language of instruction and visual perception of figure ground. A locally designed task of visual discrimination was used to measure the child's skill at matching shapes. On the general language task, the child had to listen to and understand such concepts as middle, bigger than, inside, square, and next to. On the figure-ground task, the child had to distinguish a rabbit, bird and chipmunk in a busy picture of trees, flowers and animals. On the matching task, the child had to find a shape to match the one on the left.

Station Five - Learning Skills

A Learning Disabilities teacher, Candy Shepherd, administerd three short tests. The child was asked to perform the digit span auditory memory on 2-4 digits from the Wisc, to draw-a-person, and to copy shapes (Beery test items #1-9). Task 1 - Auditory memory was tested with material from the WISC. The child was asked to listen and then repeat the numbers 9,3,7,1. If he was not able to complete this task, he was asked to try remembering three digits, 7-2-9. If he was still unable to do it, then two digits, 8-5, (2 recalled was scored as immature, 3 recalled was scored as slightly immature and 4 recalled was scored as adequate development). Task 2 - Draw-a-person scoring was revised to be used for pre-schoolers. Just drawing a head was scored as immature, head with arms and legs was scored as slightly immature, head with body as well as arms and legs was scored as adequate development. Task 3 - Beery items were scored as follows: 4 or more shapes missed was immature, 2 or 3 shapes missed was slightly immature, none or 1 shape missed was adequate development.

The results of each station and the actual test papers from the first four stations were included in a folder on each child.

The kindergarten teachers will be given the folders for their class, and a listing of instructional strategies suggested by the screening professionals for weakness or immaturity in each area.

An evaluation sheet will be given to the teachers to elicit feedback as to the usefulness of the screening program. This form is included in Appendix 3 .

A parent evaluation form is included in Appendix 3, also.

Supervisors of the counselors, school psychologists, nurses, speech and hearing specialists, as well as principals, will be given a detailed description of the screening process.

A list of students in each school on which follow-up is suggested, will be provided to Dr. Tom Woychick, Director of Pupil Personnel Services.

Screening Results

Station One - Language, Speech and Hearing

	Normal	Retest	Referral
Hearing	172	6	3
Language	67	111	

Specific areas of difficulty were listed as:

Receptive Vocabulary	Naming Colors	Sentence Repetition
65	10	78

	Normal	Speech	Record was made on the child
Speech	148	30	

Specific areas of difficulty were listed as:

Articulation	Spontaneous Speech	Sequencing
7	31	116

Station Two - Health

	Pass	Referral	Recheck in Fall
Vision	155	18	5
Dentition	137	42	
General Health	176	2	

Written comments indicated that:

33 had caries needing medical attention
18 needed to brush their teeth more efficiently
7 evidenced eyestrain or tilting of head
2 were referred for nutrition counseling

Station Three - Perceptual-Motor

Physical development Survey Scores

Little or no difficulty	Slight hesitation
160	18

Written Comments indicated that:

72 had difficulty with left-right awareness
70 had difficulty with balance
61 had difficulty with hopping
4 had difficulty with form perception
1 refused to be tested

Station Four - Kindergarten Skills

General Language of Instruction (Criterion 5 correct out of 6)

Number Correct	6	5	4	3	2	1
Frequency	49	106	16	4	1	2

Visual Perception (Criterion 2 correct out of 3)

Number Correct	3	2	1
Frequency	172	4	2

Visual Discrimination (Criterion 4 correct out of 6)

Number correct	6	5	4	3	2	1
Frequency	30	44	58	30	13	3

Written Comments indicated that:

36 had difficulty holding a pencil
19 write from bottom to top
7 had difficulty with instruction

Station Five - Learning Skills

	Adequate Performance	Maturational Lag
Draw-a-person	124	54
Beery Tasks	146	32
Auditory Memory	134	44

Written comments indicated that:

23 had difficulty holding a pencil
19 write from bottom to top
6 were distractable

APPENDIX 1

Questionnaires on Reading and Math

Parents of Students being Tutored in Reading

A letter of explanation and questionnaire were sent to these parents. They were asked to rank their child in terms of each of the behaviors listed. When the results were scored the response categories were given the following ranks.:

Regularly	4
Couple times	3
Maybe once	2
Hardly ever	1

For each question, an average ranking was obtained. Thus, the higher the average rank, the more often the behavior was observed.

Of the 966 children tutored in reading this year, 415 questionnaires were returned from their parents. This is a 42% return.

April 15, 1975

Dear Parents:

This year your child has been participating in our Structured Tutoring Program for reading. We are anxious to have your opinion about his/her reading activities at home. Would you please take a moment from your busy day to fill in the attached check list.

If you have noticed changes in your child's reading habits which you think may have resulted from the tutoring program, we'd welcome your comments and any suggestions you might have that would assist us in future planning.

As you observe your child, please notice his behavior in the areas listed below. In your opinion, how often does he/she do each of the following? Place a check (✓) in each box which best describes your child. Please have your child return this questionnaire in the enclosed envelope to the school.

Thank you for your help.

Sincerely,

Dee Burrow
Tutor Manager Specialist

Sincerely,

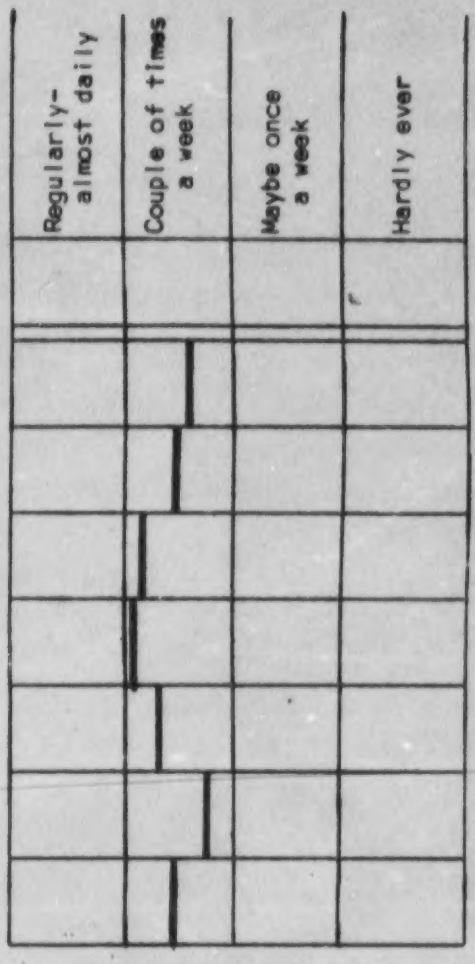
Geri Plumb

Dr. Geri Plumb
Coordinator of Federal Programs

CHILD'S NAME _____

SCHOOL _____

		Average Rank
1.	Brings books home from school.	2.30
2.	Asks you to read to him/her.	2.49
3.	Reads books other than school books.	2.74
4.	Reads school books.	2.83
5.	Talks about what he/she has read.	2.68
6.	Reads to younger or older brothers or sisters.	2.23
7.	Reads such things as comics or magazines.	2.49
8.	If you have any additional comments, please use the back of this sheet.	



Results are based on returns from 415 parents

Parent comments to question #8 can be summarized in the following way. Of those parents who wrote comments:

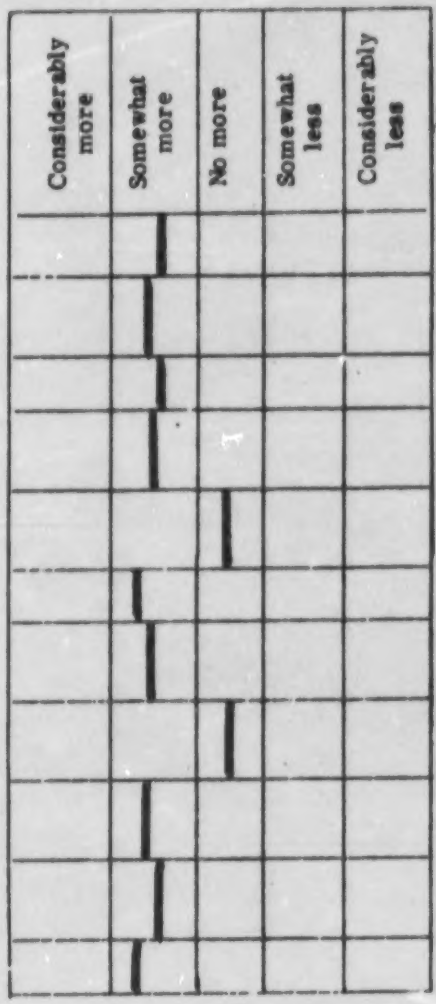
94% - indicated reading was improved and that the child enjoyed reading and school more now.

6% - indicated that the child still had reading problems

Teachers of Students Being Tutored in Reading

Teachers were also asked to rate students who were tutored. Their responses were measured in five categories, from "considerably more" which was scored as 5, to "considerably less" which was scored as 1. Average rankings were obtained for each item.

As you have observed _____ for the past two weeks, how frequently has he/she engaged in the following behaviors in comparison to the other children in class.
For each item, check one of the 5 boxes indicating the frequency of that behavior.



		Average Rank
1.	**Reads during his free time.**	3.42
2.	**Checks out books from the library or bookmobile.**	3.52
3.	**Takes reading books home with him.**	3.42
4.	**Pays attention when others are reading out loud.**	3.45
5.	**Tends to waste time when his task involves reading.**	2.65
6.	**Understands what is read.**	3.61
7.	**Amount of material student can read in a given time.**	3.50
8.	**Makes word identification and/or pronunciation errors.**	2.52
9.	**Answers questions or shares information gained from reading.**	3.54
10.	**Reads with expression--pays attention to punctuation and sentence structure.**	3.43
11.	**Volunteers to read out loud to the group.**	3.59

Results are based on 603 children

_____ _____

Date Teacher's Signature

Parents of Students who Tutored Others in Reading

Recently you gave permission to have your child participate in our tutoring program as a student tutor. We would greatly appreciate knowing how you feel about the program, as it effects your child.

Results are based on responses of 288 parents

1. Does your child talk about his experiences as a tutor?

☐ Yes 87% ☐ No 13%

2. Did he seem pleased to be selected as a tutor?

☐ Yes 98% ☐ No 2%

3. Does your child seem to feel a sense of responsibility for the child he's tutoring?

☐ Yes 96% ☐ No 4%

4. Have you noticed any differences in your child since he began to tutor?

☐ Yes 47% ☐ No 53%

5. If you checked yes on #4, would you list briefly any differences that you noticed?

_____

_____

6. If your child was selected to tutor next year, would you allow him/her to do it?

☐ Yes 96% ☐ No 4%

If no, why not? _____

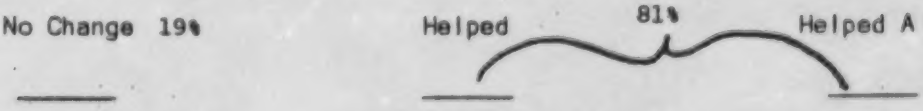
_____

7. Would you recommend that all 5th and 6th graders be given the opportunity to tutor?

☐ Yes 70% ☐ No 30%

8. To what extent do you think tutoring has helped your child? Please rate your answer on this scale with an X.

No Change 19% — Helped — 81% — Helped A Lot



9. If you have additional comments please use back of sheet.

Fifty-one percent (149 of the 288 who completed questionnaires) wrote comments to items 5 and 9. The comments indicated that the following changes were observed in their children. Listed in order of the frequency of their occurence, the five most mentioned changes were:

	Frequency
More responsibility	32
Improved grades and interest in school	29
Concern for other's learning problems	26
More confidence	25
Improved relationship with younger children	20

(It is to be noted that one parent may have listed several of these changes.)

The ratio of favorable comments to unfavorable comments was approximately 182 to 10. Most of the unfavorable remarks indicated that these parents felt their children were not doing well enough in school to spare time for tutoring. It is to be noted that participation in the tutoring program is voluntary in nature.

In answer to item number 7, 30% of the responses indicated that parents felt only "qualified" children should participate as tutors. In fact, the Harrison program trains the tutor and so simplifies the tutoring process that tutors, by definition, are "qualified".

TEACHERS OF STUDENTS WHO TUTORED OTHERS IN READING

Results are based on 362 Reading Tutors

During the year, _____ has functioned as a tutor in the Tutorial Program. We are looking for your comments, specifically in regard to this child, as well as your comments relating to tutors in general.

1. Does this child talk about his experiences as a tutor?

   Yes ☐ 52% No ☐ 48%

2. Does he/she seem pleased to have been selected as a tutor?

   Yes ☐ 94% No ☐ 6%

3. Does he/she seem to feel a sense of responsibility for the child he's tutoring?

   Yes ☐ 94% No ☐ 6%

4. Does this child seem to be more proficient in reading skills as a result of tutoring in that area?

   Yes ☐ 54% No ☐ 46%

5. Do your tutors leave class to tutor?

   57% ☐ All during the same period.
   42% ☐ All at different times.

6. Do you feel comfortable with this tutor scheduling arrangement?

   Yes ☐ 80% No ☐ 20%

The written comments of teachers of tutors, indicated dissatisfaction with scheduling. Disruption of their classes was cited as a problem. Most schools are presently discussing alternative scheduling arrangements, which may meet the needs of both teachers and students.

It is interesting to note that some schools have no activities which remove the child from the classroom during an average week, while others have many.

The following list represents activities, mentioned by teachers, which pull children from the classroom: Tutoring, being tutored, office duty, janitor's helper, patrol duty, band, orchestra, reading specialist, tray monitor, P.E., ticket collector, milk distributor, L.D., film projecting, library aide.

Parents of Students Being Tutored in Math

A letter of explanation and questionnaire were sent to these parents. Of the 631 children tutored this year in math, 188 questionnaires from their parents were completed. This represents a 29% return rate.

Comments revealed that 81% of the parents believe their children have improved in math and enjoy it more, while 19% still feel their children have difficulty in math.

Dear Parents,

This year your child has been participating in our Structured Tutoring Program for math. We are anxious to have your opinion about your child's progress. Would you please take a moment from your busy day to respond to the following questions.

If you have noticed changes in your child's ability with math or attitudes toward math which may have resulted from the tutoring program, we'd welcome your written comments. We use teacher and parent suggestions to help us plan for next year.

Please have your child return this questionnaire in the enclosed envelope to the school.

Thank you for your help.

Sincerely,

Geri Plumb

Dr. Geri Plumb
Coordinator of Federal Programs

Results are based on 188 parent responses

1. Do you think your child was glad to have extra help in math?

   Yes ☐ 98% No ☐ 2%

2. Does he/she seem to feel more positively toward the subject of math as a result of tutoring?

   Yes ☐ 94% No ☐ 6%

3. Do you think your child has an easier time with math now than he/she did before tutoring?

   Yes ☐ 90% No ☐ 10%

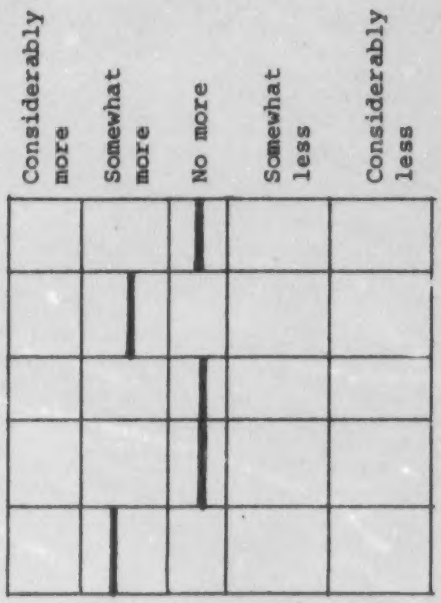
4. Do you have any comments or suggestions for further helping your child in math?

Teachers of Students Being Tutored in Math

The responses were scored on a scale where "considerably more" was scored as 5 and "considerably less" as a rank of 1. Average ranks for each item were then computed.

As you have observed _____ for the past two weeks, how frequently has he/she engaged in the following behaviors in comparison to other children in class?

For each item, check one of the 5 boxes indicating the frequency of that behavior.



		Average Rank
1.	Tends to waste time when his task involves math.	2.43
2.	Understands the math assignments.	3.41
3.	Makes careless errors.	2.42
4.	Makes errors indicating basic misconceptions.	2.42
5.	Volunteers to answer questions aloud in math class.	3.60

Results are based on 349 children

Date _____ Teacher's Signature _____

School _____

Grade _____

Parents of Students who Tutored Others in Math

Recently you gave permission to have your child participate in our tutoring program as a student tutor. We would greatly appreciate knowing how you feel about the program, as it effects your child.

Results based on responses of 190 parents

1. Does your child talk about his experiences as a tutor?

☐ Yes 87% ☐ No 13%

2. Did he seem pleased to be selected as a tutor?

☐ Yes 99% ☐ No 1%

3. Does your child seem to feel a sense of responsibility for the child he's tutoring?

☐ Yes 98% ☐ No 2%

4. Have you noticed any differences in your child since he began to tutor?

☐ Yes 45% ☐ No 55%

5. If you checked yes on #4, would you list briefly any differences that you noticed?

_____

_____

6. If your child was selected to tutor next year, would you allow him/her to do it?

☐ Yes 96% ☐ No 4%

If no, why not? _____

_____

7. Would you recommend that all 5th and 6th graders be given the opportunity to tutor?

☐ Yes 75% ☐ No 25%

8. To what extent do you think tutoring has helped your child? Please rate your answer on this scale with an X.

No Change 19% Helped 81% Helped A Lot

9. If you have additional comments please use back of sheet.

Fifty-one percent (98 of the 190 who completed questionnaires) wrote comments to items 5 and 9. The comments indicated that the following changes were observed in their children. Listed in order of frequency of their occurence, the five most mentioned changes were:

	Frequency
More responsibility	25
Increased interest in school and math	25
More confidence	22
Improved relationship with younger children	17
Greater understanding of the teaching process	11

(It should be noted that one parent may have listed several of these changes)

The ratio of favorable comments to unfavorable comments was approximately 87 to 5. Most of the unfavorable comments indicated that the parents felt the children needed to be in the classroom. It is to be noted that participation in the tutoring program is voluntary in nature.

Again, in response to item #7, 25% felt that only "qualified" student tutors should be used. The Harrison program is so structured and simplified that all tutors are capable of following the procedures.

Teachers of Students who Tutored Others in Math

During the year, _____ has functioned as a tutor in the Tutorial Program. We are looking for your comments, specifically in regard to this child, as well as your comments relating to tutors in general.

Results are based on 259 children

1. Does this child talk about his experiences as a tutor?

Yes ☐ 57% No ☐ 43%

2. Does he/she seem pleased to have been selected as a tutor?

Yes ☐ 96% No ☐ 4%

3. Does he/she seem to feel a sense of responsibility for the child he's tutoring?

Yes ☐ 98% No ☐ 2%

4. Does this child seem to be more proficient in math skills as a result of tutoring in that area?

Yes ☐ 66% No ☐ 34%

5. Do your tutors leave class to tutor?

41% ☐ All during the same period.

59% ☐ All at different times.

6. Do you feel comfortable with this tutor scheduling arrangement?

Yes ☐ 77% No ☐ 23%

Of the teachers who wrote comments on the math tutoring, the majority suggested that tutoring take place at one prescribed period of the day.

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

ADMINISTRATIVE OFFICES • 1207 FORT ST. • BOISE, IDAHO 83702

DATE: April 4, 1975

TO: Principals of Title I Schools

FROM: Dr. Geri Plumb, Coordinator of Federal Programs

We are asking you for feedback concerning the Title I Tutorial Program in your school. We will be using your comments, in addition to parent and teacher suggestions, as major considerations in planning for next year. We'd appreciate your viewpoint on the program by April 21st.

1. Do you feel that student tutors gain from tutoring?

   100% yes ☐ no ☐ 0

2. Do you see any positive changes in children being tutored?

   100% yes ☐ no ☐ 0

3. Do you feel that the emphasis on positive reinforcement given in the Tutorial Program benefits the children being tutored?

   100% yes ☐ no ☐ 0

4. Would you like to have a student tutorial program again next year?

   100% yes ☐ no ☐ 0

5. Realizing that the tutor-aide Tutorial Program has only recently begun, please check you preferences for next year?

   6% ☐ Student-tutored program only

   6% ☐ Tutor-aide tutorial program only

   88% ☐ Both student-tutors and tutor-aides should be included

Results are based on returns from 15 principals

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

ADMINISTRATIVE OFFICES • 1207 FORT ST. • BOISE, IDAHO 83702

TO: All Teachers in Title I Schools

FROM: Dr. Geri Plumb, Coordinator of Federal Programs

DATE: April 1, 1975

This is the time of year for questionnaires and reports! Many such forms have already been sent to teachers and parents asking specific questions about specific children involved in the Tutoring Program. These will help us plan for next year.

This form is different. We're looking for a very general response from all teachers, whether or not their children participated in the program. We are interested in your opinion, your feelings concerning the merits of Title I Tutoring in the schools.

Please respond to all of the questions and return to me by April 14th.

1. Are any children in your class involved in the Title I Tutoring Program?

   Yes ☐ 96% No ☐ 4%

2. If no, please explain why?

   _____

   _____

   _____

3. If yes, are they . . . .

   Being Tutored ☐ 60% Tutors ☐ 12% Both ☐ 28%

4. Do you feel that student tutors gain from tutoring?

   Yes ☐ 93% No ☐ 7%

5. Do you see any positive changes in children being tutored?

Yes ☐ 98% No ☐ 2%

6. Do you feel that the positive reinforcement given in the Tutorial Program benefits the children being tutored?

Yes ☐ 99% No ☐ 1%

7. Do you think that a tutoring program serves a useful purpose in the school?

Yes ☐ 99% No ☐ 1%

8. What other program, either in addition to, or in place of the Tutorial Program, would you suggest to help the child who functions significantly below grade level in reading and math?

_____

_____

NAME _____

SCHOOL _____

GRADE _____

DATE _____

Almost unanimous support for the Tutoring Program by teachers is indicated in this form. In addition, teachers were most responsive on the questionnaire. They used this form to request more tutoring help, to request more convenient scheduling and to suggest additional ideas for meeting the needs of children functioning below grade level. Any individual problems or complaints were immediately attended to by the Tutor Manager Specialist who subsequently visited all schools.

APPENDIX 2

In-service Training Materials

COURSE OUTLINE - TITLE I IN-SERVICE IN LEARNING

Text - Understanding School Learning by Michal Howe

	Howe (Chapters)	Other Reading (to be distributed)
October 21	no assignment	
October 28	no assignment	
November 6	1 & 2	
November 13	3	
November 18	4	
November 20	5	
November 25	6	
December 2	7	
December 4	Mid-term exam (Chapters 1 - 7)	
December 9	8	
December 12	Attendance at School District Colloquium	
January 6	9 & 10	
January 8	11	
January 13	12 & 13	
January 20	Final text exam (Chapters 8 - 13) for everyone	
January 22	Submission of project proposal - Funded teachers only	
February 21	1. Final exam on alternative text selection for principals and non-funded teachers only. 2. Submission of written proposal, or demonstration of non-written proposal for funded teachers only.	

I have distilled the expressed needs of the 56 teachers who participated in the introductory session into 6 categories. I have interpreted these needs with, hopefully, a minimal amount of distortion.

Throughout the course, readings, classroom discussion and outside speakers will address themselves to the various issues. At all times, we are aware of your need for practical application and will make concerted efforts to bridge the gap between theory and practice.

It is my understanding that critical teacher needs are in the areas of:

I. Diagnosis
   A. Evaluation in general
      1. measuring students' entering knowledge
      2. measuring progress
      3. estimating potential

II. Individualization
   a. matching learner styles and modality with methods and materials.
   b. teaching a class of differing levels.
   c. setting up of learning centers.
   d. generating a variety of instructional materials.

III. Communication
   a. communicating with parents and attempting to involve them.
   b. communicating with bi-lingual children.
   c. communicating better with kids in general - methods of communicating and inquiry.

IV. Motivation
   a. motivating the low achiever.
   b. motivating for positive learning attitudes.
   c. improving child's self-image.

V. Classroom management - discipline
   a. reducing of anti-social and disruptive behaviors.
   b. dealing with the child who seems anti-social.

VI. Effective use of time
   a. freeing the teacher to have time to communicate with the child

Note that these categories are not mutually exclusive as all of these areas interrelate.

TITLE I - IN-SERVICE PROGRAM IN LEARNING

FOR TEACHERS OF THE EDUCATIONALLY DISADVANTAGED

Study Guide to Accompany
Understanding School Learning
by Michael Howe

The following specific objectives have been written for each chapter of the text. They have been designed to emphasize the important aspects of learning and to facilitate your study and mastery of them. The multiple-choice exam items in this program will be based on these objectives.

Research has indicated that the efficient use of objectives leads to a significantly greater mastery of the material. Read the material first, then reread, answering the objectives. Throughout the course, try to apply the research results and principles to real-life situations with disadvantaged children.

CHAPTER I INTRODUCTION

Objectives

1. List common limitations of books on learning for teachers as: total reliance on investigations of basic learning processes and an over-emphasis on scientific approaches with little emphasis on morals, values and social priorities.

2. Contrast Educational Psychology yesterday and today with reference to the types of subjects (rats vs. humans) used and the areas of investigation.

3. Describe Carl Roger's phrase "being human" in terms of teacher characteristics.

4. Describe Howe's interpretation of "relevance".

CHAPTER 2 THE CONTROL AND MODIFICATION OF HUMAN BEHAVIOR

Objectives

1. Describe Howe's suggestion that schools have failed to do much to develop initiative in learning or to provide for making use of knowledge.

2. List the most common argument in favor of putting greater emphasis on independence of learning.

3. Define Howe's term "self-control".

4. Note that "experiments on classroom control are not intended to provide a faultless prescription for good teaching." There are some limitations to it.

5. Briefly describe the first Becker, Madsen, Arnold, Thomas (1967) study with reference to:

   a. age of children
   b. location of school
   c. definition of disruptive behaviors
   d. measurement technique
   e. results

6. Compare the relative effectiveness of punishment versus ignoring inappropriate responses, over the long run.

7. Describe the Madsen, Becker and Thomas (1968) experiment with reference to:

   a. grade level of children
   b. the four experimental conditions and the resulting level of disruptive behavior with each.
   c. what happened when the teacher was told to revert back to the methods of control used in the base-line condition?

8. List two practical problems associated with ignoring deviant pupil behaviors.

9. Distinguish between the effects of reprimanding quietly and reprimanding in front of the whole class.

10. Describe the Thomas, Becker and Armstrong (1968) study in terms of:

    a. socio-economic level
    b. baseline behavior of teachers
    c. it's reversed procedure for showing the effects of praise and disapproval

11. Define what is meant by a self-fulfilling prophecy with reference to teacher strategy and class control.

12. Distinguish between punishment functioning as a reprimand to some children and as a reinforcement to others.

13. Define Skinner's "reinforcement" as a desirable outcome for the individual.

14. Define the attention of adults as a reinforcing state of affairs for most elementary school children.

15. Define extinction as the weakening of a behavior in the absence of reward.

16. Describe the effect of rewarding constructive behavior on the extinction rate of disruptive behavior.

17. Describe the effect of rewarding responses which are incompatible with the disruptive responses, on the extinction rate of those disruptive responses.

18. Briefly describe how the Orme and Purcell (1968) study demonstrated the information from the above objective.

19. Define shaping (also termed the method of successive approximations) and in what circumstances is it necessary?

20. Distinguish between needs which are common to all people and needs which are individual.

21. Describe Maslow's need hierarchy in terms of levels and increasing prepotency.

22. Describe Thibaut and Kelly's (1959) theory that a person's behavior is based on the relative reward and cost of certain activities.

23. Distinguish between Riesman's terms "inner-directed" and "outer-directed" and why is "outer-directed" behavior dangerous if maintained too long?

24. What is the effect on behavior of too many rewards which are external to the learning task?

CHAPTER 3 HUMAN LEARNING AND THE ROLE OF THE INDIVIDUAL LEARNER

Objectives

1. Describe the stereotyped, unlearned behavior of lower animals and how it differs significantly from complex human behavior with respect to adaptability to change.

2. Discuss Bruner's notion that man is a tool-user and that complex tools such as language produce changes in its user.

3. Describe the "traditional classroom" as one which relies totally on the imparting of knowledge which the learner assimilates in a passive fashion.

4. Support the statement that learning and retention are most effective for whatever the learner himself constructs, by reference to the results of Jensen's study using retarded adults and Howe's study of note-taking.

5. Discuss the notion that the learner seeks to "make sense" of information ("effort after meaning") and therefore, interprets material in terms of his frame of reference or cultural bias which may restrict his learning.

6. List Biggs' (1968) three things which may happen when incoming material does not fit into the learner's cognitive structure.

7. Discuss the Russian research on the "orienting reflect" in terms of its implication for "tuning out" in the classroom.

8. Contrast the Skinnerian approach to error-making and the approach suggested by Howe.

9. Conclude from the data on note-taking, that notes, if they contain a maximum amount of meaningful content (constructed by the learner) in a minimun number of words, lead to accuracy of recall.

CHAPTER 4 TYPES OF MEANINGFUL LEARNING

Objectives

1. Describe Ausubel's meaningful learning as occuring when:

   a. material is logically meaningful and
   b. material has personal meaning to the individual

2. Describe Ausubel's meaningful learning as being substantive (understanding does not depend on the form of the question).

3. Interpret the statement that "the person who has meaningfully learned something is different from what he was before."

4. List several situations in which learning must be rote (e.g. when there is little structure in the material).

5. Compare the general effectiveness of meaningful versus rote learning.

6. Describe Ausubel's notion that children under stress, having lack of confidence may develop a rote learning set.

7. Describe an advance organizer as a body of material which sets the stage for new learning by bridging the gap between the new and the familiar.

8. Summarize the results of the Ausubel (1968) experiment using organizers for the experimental group and using historical background material for the control group.

9. Note that verbal organizers are of use to mature learners and concrete for young learners.

10. Recognize Bloom's six types of learning outcomes which are increasing in complexity.

11. Distinguish between reception learning and discovery learning and when and when they are most useful.

12. Note that reception learning can be highly meaningful and discovery learning is often wasteful.

13. Summarize the research on discovery versus reception learning as being inconclusive. The choice of approach depends on the age of child, familiarity of material, time available and the types of objective you have set.

CHAPTER 5 STRUCTURE AND TRANSFER IN HUMAN LEARNING AND DEVELOPMENT

Objective

1. Gagne's contribution to hierarchical organization, "the acquisition of knowledge is a process in which every new capability builds on a new foundation established by previously learned capabilities", means that teachers should take care that students have learned the most basic and pre-requisite skills before attempting the higher level, complex tasks.

2. Define Bruner's "spiral curriculum".

3. Define "transfer" in terms of the influence of prior learning on subsequent learning.

4. Note that Ausubel's "vertical transfer" is just another way of saying that in Gagné's hierarchy, lower level types of learning are necessary and pre-requisite to higher levels of learning.

5. Define sequential and lateral transfer.

6. Describe the argument by advocates of environmental factors in learning (Staats, Durkin) that accelerating skills in children is desirable. (Note that there is a lack of knowledge surrounding the question of whether the advanced learner faces more problems at school than his peers.

7. According to Gagne, development is best described by what skills a child can perform. According to Piaget, tasks that a child can perform define the developmental stage he is in. Essentially, the two approaches differ only in the respect that Piaget infers the presence of a stage.

8. Distinguish between readiness and maturation.

CHAPTER 6 INTELLIGENCE, LANGUAGE, AND HUMAN LEARNING

1. Define intelligence as a score which reflects how well a person performs on certain tasks which are highly dependent on past learning.

2. Note that intelligence tests are culture-bound in the sense that they sample skills considered necessary for success within a given culture. (This point has implications for the widespread use of such tests on the culturally disadvantaged).

3. Summarize the research which Jensen has used to support the notion of the prepotency of heredity.

4. Researchers supporting the notion of the importance of environment (Bloom, Deutsch, Stone and Church) cite research to indicate a high correlation between quality of environment and resulting intelligence test scores.

5. Note that a serious weakness with all research concerning the effects of heredity versus environment on intelligence centers around poor measures of environmental quality.

6. Summarize the Guinagh (1971) data which has implications for the stability of intelligence test scores.

7. What does Howe mean when he says "...the nature of the diagnoisis strongly influences attempts to solve the problem."

8. Define Staats' "downward spiral" of learning.

9. Define the "Sapir-Whorf hypothesis".

10. Contrast Bereiter and Engelman's (1966) concept of the disadvantaged child with that of Baratz (1969).

11. Interpret the statement that too much stress may have been placed on the interdependence of language and reasoning in terms of research on deaf children by Lenneberg (1967).

12. Psycholinguists such as Chomsky view language development as strongly biologically influenced with a lesser influence from learning. They support this notion with evidence that speech develops in a rather set sequence, and that there are a number of "universals", common elements in languages of vastly different cultures.

13. Learning theorists, (such as Staats) support the notion that speech is mainly learned.

CHAPTER 7 MOTIVATION AND THE INDEPENDENT LEARNER

1. Distinguish between reward of constructive behaviors that are compatible with learning (i.e. attention) and reward for direct evidence of learning on a task.

2. Briefly describe A.S. Neill's Summerhill approach to encouraging independence.

3. List three of the conditions necessary for independent learning.

4. Define the process of identification as the modeling or imitation of someone who is highly valued by the child.

5. One explanation for the fact that students lose interest in learning, is that the older child is less interested in pleasing the teacher and has more interests outside of the classroom.

6. Bruner supports the notion that boys lose interest in school because the early grades present a female environment.

7. Define attention as one of the critical pre-requisites to most early cognitive learning. Some researchers have cited lack of attentiveness as a real problem with disadvantaged children.

8. Note that Bandura describes identification as occuring when modeled behaviors are reinforced and strengthened.

9. Summarize Bandura's (1965) research on the imitation of aggressive responses and its implication for televised violence.

10. Define Ausubel's analysis of motivating factors in school as:

    a. the intrinsic interest and relevance of the task-cognitive drive
    b. the desire to learn in order to feel worth, usually in the form of extrinsic reward, ego-enhancing drive
    c. the desire to learn in order to fit into a social group - affiliative drive

11. Note that in cases of new learning, motivation and interest may occur after some learning has taken place.

CHAPTER 8 RELEVANCE IN LEARNING

1. Briefly summarize the meaning of the term "Sabre-Tooth Curriculum".

2. Note that the enthusiasm of the teacher as well as the interest of the learner facilitate learning.

3. Note that relevance need not be limited to the here and now everyday life.

4. Briefly describe Bruner's opinion on the place of passion and controversey in education.

5. Describe the effect of anxiety (and fear) in the classroom as impeding learning.

6. "Adults are liable to assume that if they can see the relevance of something, the relevance will also be apparent to children." What steps might the teacher take to maximize relevance?

CHAPTER 9 QUESTIONS AND ANSWERS IN SCHOOL LEARNING

1. The question-answer procedure frequently used in class can become detrimental when, out of fear, children develop strategies to "play the game" and appear to understand when they do not.

2. List several legitimate uses of question-correct answer instruction, (in which subject areas and at which ages?)

3. Note that Postman and Weingartner think education <u>is</u> inquiry and that inquiry is a goal in and of itself.

4. The "which is most important, product or process" quandary has much in common with the unsolved heredity-versus-environment question. Undoubtedly <u>both</u> are important, at different times, for different people and for different objectives.

5. Describe Glasser's suggestion that to develop inquiry, questions have to be pointed and specific.

6. Note that Postman and Weingartner suggest that teachers should refrain from asking questions to which they already know the answer, this allows students to see the teacher as a learner also, instead of a container of knowledge.

7. Define Glasser's "reversal questions", and for what reason are they useful.

8. Distinguish between intake errors, organizational errors and executive errors. How are they used as diagnostic measures?

CHAPTER 10 SOME ASPECTS OF SIMPLE LEARNING AND MEMORY

1. List several types of school learning which make use of rote learning.

2. List the circumstances under which interference between rote learning tasks is great.

3. Note that there is little or no intrinsic motivation generated in rote learning tasks.

4. Cite the results and implications of the Gardner and Lambert (1959) study on the prediction of success in foreign language learning.

5. Define "mnemonics" and note that this type of device is useful for imposing organizational structure on material.

6. Summarize the results of the Kellogg and Howe (1971) study on the effectiveness of visual imagery in foreign language learning.

7. Describe the notion that learning and remembering are interrelated.

8. Note that retrieval of information is enhanced by careful organization of the material to be learned as well as organized storage.

9. Distinguish between short-term and long-term memory.

10. Interpret the statement that short-term memory makes use of the auditory aspects of the material.

CHAPTER 11 PROGRAMMED INSTRUCTION AND THE ROLE OF TECHNOLOGY IN LEARNING

1. Contrast Linear programming and branching programming in terms of size of frames, the value of errors and the attention to individuality.

2. Note that research indicates that organization and clarity of presentation, rather than whether material is programmed or not, is most important in determining the effectiveness of learning.

3. List several limitations in the use of linear programming.

4. Define the role of computer-assisted instruction. List several limitations in its use.

5. Define mathemagenics as those activities which are pre-requisites for learning to occur, such as: attending, comparing, observing, and mentally reviewing material.

6. Briefly summarize the results of Rothkopf's (1970) research comparing the effectiveness of questions embedded in material to be learned.

CHAPTER 12 TEACHERS IN THE CLASSROOM

1. Describe the relationship between achievement of students and "teacher warmth".

2. Note that Rosenthal and Jacobson's Pygmalion in the Classroom has been severely criticized. Self-fulfilling prophecy may well exist but is not adequately demonstrated in this research.

3. Summarize the results of the Tuckman and Bierman (1971) study on the effects of student and teacher awareness of the "prophecy".

CHAPTER 13 RESEARCH AND HUMAN LEARNING

1. Note that while it is unrealistic to look to scientific research to provide dramatic discoveries it is equally unrealistic to assume that experience alone is a guarantee of wisdom.

2. Interpret Dewey's remark that "a major contribution of research is to enable the practitioner to think more intelligently about problems..."

3. Cite the primary weakness of simple learning experiments as their inability to deal with complex interactions.

4. Note that many criteria of learning such as attitudes and values are difficult to measure objectively and therefore, to study.

5. Contrast internal and external validity.

6. Recognize and be able to distinguish between the 7 potential factors which can reduce internal validity of research.

APPENDIX 3

All Kindergarten Screening Materials

PARENT DEVELOPMENTAL CHECKLIST

Dear Parents:

We want to know more about your entering kindergarten child. You know more about your child than anyone, and can provide the teacher and guidance staff with helpful information about his/her development.

Is your child able to:	Yes	No	Not Sure
1. catch a large ball bounced to him/her from 8 ft. away	___	___	___
2. hop on one foot	___	___	___
3. walk up and down ordinary stairs with ease	___	___	___
4. jump over small objects	___	___	___
5. crayon with ease	___	___	___
6. cut with scissors easily	___	___	___
7. button clothing	___	___	___
8. tie shoelaces	___	___	___
9. assemble simple puzzles	___	___	___
10. follow simple instructions	___	___	___
11. repeat a poem or simple song	___	___	___
12. point to objects when asked to do so	___	___	___
13. recognize and name colors, such as yellow, red, green & blue	___	___	___
14. imitate sounds and words	___	___	___
15. speak clearly	___	___	___
16. follow a sequence of instructions, such as "go upstairs and get the phone book"	___	___	___

Does your child have any noticeable vision difficulties such as:	Yes	No	Not Sure
17. squinting	___	___	___
18. holding objects too close	___	___	___
19. headaches	___	___	___
20. closing one eye in order to see better	___	___	___
21. Does your child wear glasses?	___	___	
Does your child have any noticeable hearing difficulties such as:			
22. not responding when called	___	___	___
23. playing the TV overly loud	___	___	___
24. asking for words or sentences repeated	___	___	___
25. Does your child wear a hearing aide?	___	___	

As a result of completing this checklist, would you like your child to have further screening in one or more of these areas. ____Yes ____No

Child's name _____ School _____ Child's Birthdate _____

Parent's name _____ Address _____ Phone _____

PARENT EDUCATIONAL MATERIALS

BECOMING A SUCCESSFUL PRESCHOOLER

Experts in child development and education realize that good vision, adequate hearing and a strong body are not enough to insure success in school. Before a child can understand and express information with letter and number symbols, he must learn to use his senses and his body in an efficient manner. The child is an "information-processing system", much like a computer, insofar as learning is concerned.

Utilizing information received by the senses is a very complex procedure. For example, the process of learning entails a number of different skills and abilities. In order to hear, a child must have the sensory development that allows him to receive sound waves. He must also have the ability to concentrate on the relevant sounds and filter out unrelated noise. Also he must be able to match the symbols of words to their counterpart in reality and make meaningful patterns out of the incoming material. Similar processes are involved in making meaning from incoming information from the other senses.

The maturational development and learning required for such processes is a continuous development that each child moves through naturally at his individual pace. We cannot rush a child through developmental steps any more than we can "stretch" him to encourage physical growth; however, there are certain interventions that set the stage for the childs development and allow him to maximize his maturational potential. If the significant adults (parents and teachers) in a childs life are aware of his developmental readiness levels they can set the stage so as to maximize success and limit destructive failure and frustration.

The procedures we are using today will help provide this type of information to the significant adults in your childs life. This information will allow his kindergarten teacher to organize his surroundings and plan exercises for him in such a way that the information he receives will have the best possible chance of being smoothly processed by him.

PRE-KINDERGARTEN HEALTH SCREEN

Vision

The visual acuity test is given as a screening method for discovering children who need an eye examination. Passing any screening test does not assure that the child has no eye difficulty requiring treatment. Continuous and alert observation by the parents and teacher are important adjuncts to good eye care. If a child has difficulty in seeing near or far objects, thrusts his head forward, or tilts it while reading, frowns or scowls or squints excessively, or complains of itchy or watery eyes, he should be checked by an eye specialist.

A child's vision is a basic factor in his developmental pattern which can directly influence his present learning and future academic and occupational activities, and his very well-being. Adequate attention given to vision throughout formative years is rewarding in benefits to many children who, otherwise probably, would remain handicapped in their seeing abilities because of unrecognized visual difficulties. Test results show accurately how well eyes perform, but do not show the causes of low or unsatisfactory scores. Further evaluation by a professional eye specialist is then necessary.

Dental

The child's mouth is checked for evidence of possible gum disease. Teeth are inspected for obvious signs of cavities.

General Health

Nurse makes note of general hygiene and nutrition, and observations for signs of disease or conditions requiring further evaluation by a professional.

FOR YOUR CHILDS HEALTH

As he enters kindergarten, a new chapter in your childs life is beginning. Parents can help.

Be sure he comes to school regularly and on time.

See that he has enough food and rest for the energy he needs.

A balanced diet using the basic 4 food groups is recommended.

Use fruit, vegetables and nuts for healthful snacks.

Physical examinations are not required but are highly recommended. Good personal health habits,including dental care, are important.

If your child is injured or becomes ill at school,

Only simple first aid will be administered.

He/she will be cared for temporarily by school nurse or teachers and you will be notified.

In case of emergency and you cannot be located, your child will be taken to your family doctor or to the emergency room at the hospital unless you have given instructions to the contrary.

YOUR CHILD'S KINDERGARTEN

Our Goal:

We hope the child will begin to see himself and to feel himself as a person who is worthwhile in others' eyes; who is capable of doing things, of seeing things, of mastery; who can communicate with adults and with other children; and who can enjoy his own abilities and uniqueness as a human being.

KINDERGARTEN IS LEARNING BY DOING
through

clay
finger paint
crayons
animals
plants
color
water
sand
fingerpainting
painting
collage
singing
instruments
rhythms
creative movement
games
puzzles
measuring
dramatics
block building
wood work
language
stories
balancing
climbing
running
digging
rough housing
exploring
dressing up
clowning
thinking
questioning
cooking

HOW YOU CAN HELP YOUR CHILD IN KINDERGARTEN

1. Help your child learn to recognize each letter of the alphabet independently. (Capital and small letters. Manuscript and printed forms.)

2. Help him develop the correct form for printing manuscript letters. Also, help him with placement, spacing, and any reversal problems.

3. Help him to recognize and write number 1 to 10. Learn the sequence of numbers.

4. Encourage and help him to develop an interest and curiosity for learning.

5. Encourage and help your child to understand how to express himself.

6. Help him to understand and carry out directions. (Developing this ability to listen, and increase his attention span.)

7. Help him to become independent and self-reliant. Give your child small tasks and responsibilities at home in which he can succeed, to develop his feeling of confidence, independence and worth.

8. Read to him often!!! Let him read to you. Ask questions to help him develop his thinking and understanding of words.

9. Encourage him to ask questions, read labels, signs, etc., that he comes in contact with every day; such as, at home, on shopping trips, on television, etc.

10. Encourage him to look at magazines, newspapers, books, etc., to find letters or words that he knows and recognizes from his reading and work in school.

11. Give your child time to read and explain any work he brings home. Encourage him to bring home all of his work to share with you. Give praise and acceptance for his efforts. (This will also help you know the progress he is making throughout the year.)

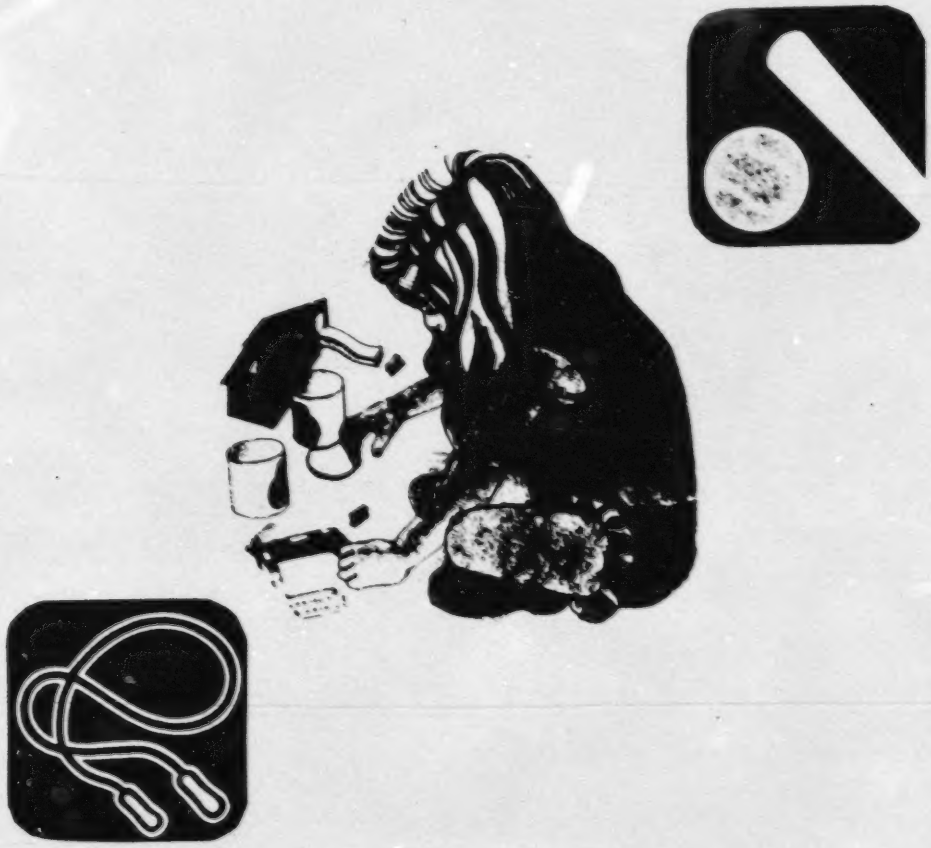
Your child must be encouraged for his efforts and must be taught the value of learning, why it is important, and how it can benefit him in everyday life.

Your child is now working at his own rate in our classroom. And, with the two of us working together, I'm sure that your child will work up to his own capacity and ability. Your child needs both of us to help him succeed.

PHYSICAL DEVELOPMENT

Movement is basic to life. Every vocation, every recreational pursuit, every activity involves movement. The physical, mental and emotional development of the child are inseparable.

At any given age, children differ in the types of physical activities they can do. Some children proceed along the perceptual-motor sequence at the same rate, while others miss certain steps so that gaps are left in their background of experiences. For example, some children develop more slowly than others in their ability to tell left from right, to judge distance, to know when to move quickly and when slowly, and to recognize forms and shapes. One of the purposes of kindergarten is to fill such gaps and to reinforce all basic motor skills.



LANGUAGE, SPEECH, and HEARING DEPARTMENT

BOISE PUBLIC SCHOOLS

PRE-KINDERGARTEN SCREENING PROGRAM

HUMAN COMMUNICATION:

Of vital interest to all of us is the ability to communicate with others. With most of us this skill is easily learned and comes naturally. Seldom do we give much thought to the child who has difficulties with communication. In our department we see communication in three basic areas: language, speech, hearing.

LANGUAGE has two aspects: receptive and expressive. Receptive language is the ability to understand what is heard, either speech or surrounding sounds. Expressive language is the ability to say what you think and feel in a given situation. Some children, as well as adults, have difficulties in one or both of these areas. These problems are not necessarily related to a hearing loss, but with what we do with the information we receive through our ears. These people need help learning to understand and use words basic to our communication.

SPEECH, in the terms of our interest, is "how" we communicate. It has to do with articulation, voice, and rhythm. Since speech sounds are learned, not all sounds are perfected by the child by the time he enters school.

HEARING is the ability to receive sound. A pure-tone audiometric screen will be given to see if your child is able to hear properly. If, for any reason, (fear, inexperience, or a real medical problem), your child is unable to pass the screen, he will be rescheduled for further testing. Should a medical problem be found, your child will be referred to a medical doctor for evaluation and treatment. Follow-up services will be available in the schools for these children.

The speech pathologist in each school keeps records on children with problems and watches for normal development. If normal maturation will not take care of the problem, then the child is in need of help. The speech pathologist will notify the parents and will schedule the child for therapy.

Speech Pathologist *Kenna L. Worthington*

SCREENING MATERIALS

Station One - Language, Speech and Hearing

LANGUAGE, SPEECH AND HEARING DEPARTMENT
BOISE PUBLIC SCHOOLS

PRE-KINDERGARTEN SCREENING PROGRAM

Name_____
Birthday_____ Age_____
Parents_____
Address_____
Phone_____
School_____
Date_____
Pathologist_____

Evaluation Sheet

A. Auditory Screen — Normal_____ Retest_____

B. Language Screen

1. Receptive Vocabulary — 3 or more_____ Less than 3_____

___a. freckle
___b. argument
___c. tumble
___d. signal

2. Names Colors — 5 or more_____ Less than 5_____

Blue_____ White_____ Red_____
Black_____ Green_____ Yellow_____

3. Sentence Repetition — 1 sentence_____ Word errors_____

a. Jane wants to build a big castle in her playhouse.
b. Tom has lots of fun playing ball with his sister.

C. Articulation — Normal_____ Retest_____

D. Spontaneous Speech

Talks about pictures in terms of

names_____ actions_____ relationships_____ time_____ mood_____

SCREENING MATERIALS

Station Two - Health

PRE-KINDERGARTEN HEALTH SCREEN

Pre-School Test

20/20, 20/30, 20/40, 20/50, 20/70, 20/100
(Circle Acuity Level at which You are Testing) Must Read ALL Pictures Correctly

LENS LEVER AT "FAR" TO WHICH PICTURE DO TABLE LEGS POINT?

RIGHT EYE TEST Left Switch at "OFF"		PASS	FAIL	LEFT EYE TEST Right Switch at "OFF"		PASS	FAIL
DIAL AT # 5	BIRD			DIAL AT #8	BIRD		
DIAL AT # 6	RABBIT			DIAL AT #7	BOY		
DIAL AT # 7	BOY			DIAL AT #6	GIRL		
DIAL AT # 8	GIRL			DIAL AT #5	RABBIT		
OR DIAL AT # 8	BINOCULARITY SLIDE			BOTH SWITCHES "ON"	BLUE		

DENTAL

Comments:

_____

_____

_____

_____

GENERAL HEALTH

Comments:

_____

_____

_____

_____

SCREENING MATERIALS

Station Three - Perceptual-Motor

PRE-KINDERGARTEN

PHYSICAL DEVELOPMENT SURVEY

NAME _____ TEST DATE _____

BALANCE BEAM	SCORE
Forward (3 pts. possible)	☐
Backward (4 pts. possible)	☐
Sideways (3 pts. possible)	☐

JUMPING-HOPPING	
Both Feet (2 pts. possible)	☐
Hop Right (2 pts. possible)	☐
Hop Left (2 pts. possible)	☐
Alternate Hop (4 pts. possible)	☐

RIGHT-LEFT AWARENESS		
Show Rt. Hand	(1 pt.)	☐
Touch Lt. Ear	(1 pt.)	☐
Place Pencil on Rt. Side of Head	(1 pt.)	☐
Take Pencil in Lt. Hand	(1 pt.)	☐
Place Pencil in My Lt. Hand	(1 pt.)	☐
Raise Left Foot	(1 pt.)	☐
Raise Rt. Hand	(1 pt.)	☐
Take Pencil With Rt. Hand	(1 pt.)	☐
Place In My Rt. Hand	(1 pt.)	☐
Raise Your Rt. Foot	(1 pt.)	☐

FLANNEL BOARD	
Directionality (4 pts.)	☐
Spacial Relation (2 pts.)	☐
Form Perception (4 pts.)	☐

TOTAL PERFORMANCE SCALE

30 - 21	20 - 11	10 - 0
Little or no difficulty	Slight Hesitation	Difficulty with the Prescribed Task

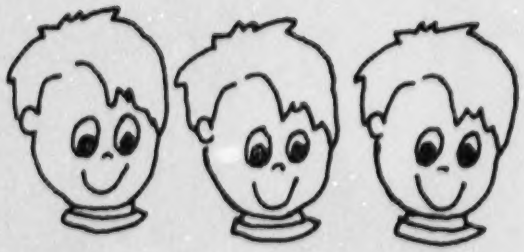
SCREENING MATERIALS

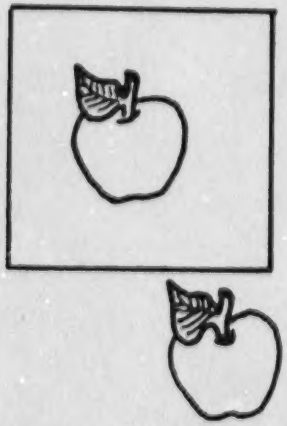
Station Four - Kindergarten Skills

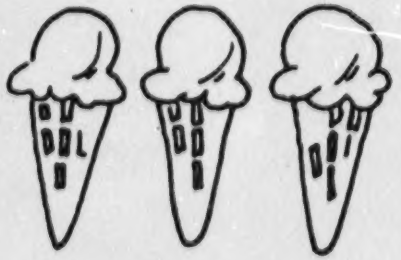
SKILL: GENERAL LANGUAGE OF INSTRUCTION

Task One

Criterion: 5/6
Score: /6







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SKILL: VISUAL PERCEPTION- FIGURE GROUND

Task Two

Criterion: 2/3
Score: /3

Skill - Visual Discrimination

Task Three

Criterian 4/6

Score /6

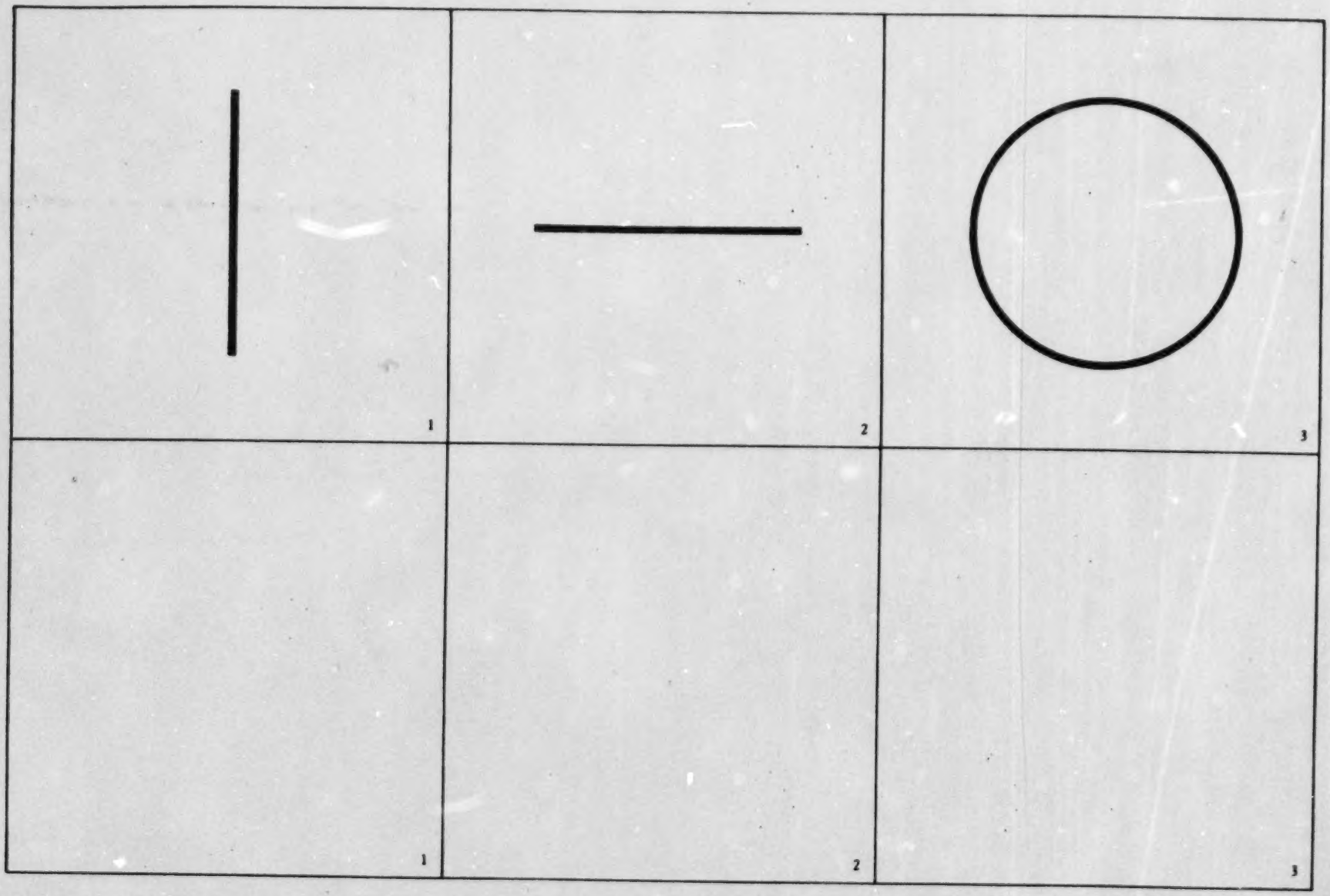
b	K	∩	⊢	⊃
q	H	∪	⊢	⊃
d	K	⊂	⊢	⊃
b	R	∩	⊢	⊃
p	K	⊃	⊢	⊃

SCREENING MATERIALS

Station Five - Learning Skills

Task One is included here. Task Two and Three were explained in the report.

TASK ONE



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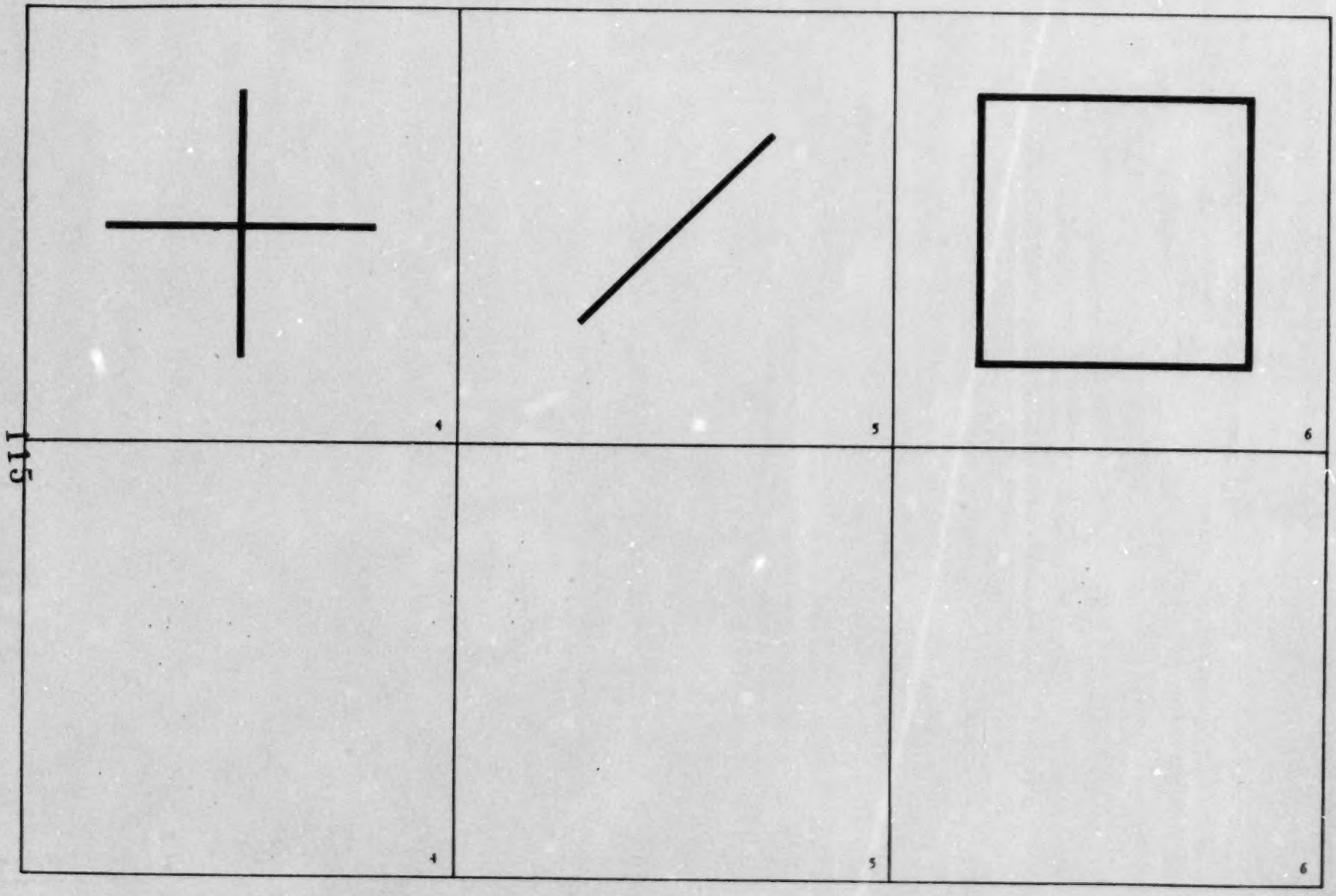

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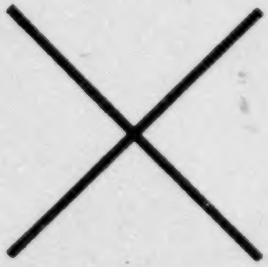

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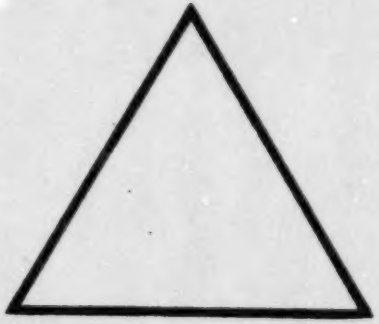

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Summary Materials

and Instructional Strategies for Teachers

PRE-KINDERGARTEN SCREENING SUMMARY SHEET

Name _____ School _____ Birthdate _____

Language, Speech and Hearing

	Normal	Retest		Normal	Retest		Normal	Retest
Hearing	___	___	Language	___	___	Speech	___	___

Comments: _____

_____

_____

Health

	Pass	Referral	Recheck		Pass	Referral	Recheck		Pass	Referral	Recheck
Vision	___	___	___	Dental	___	___	___	General Health	___	___	___

Comments: _____

_____

_____

Psychomotor

30-21 Little or no difficulty	20-11 Slight Hesitation	10-0 Difficulty with the Task

Comments: _____

_____

_____

Kindergarten Skills — Score

General Language of Instruction (6 points possible) _____

Figure-Ground (3 points possible) _____

Matching (6 points possible) _____

Comments: _____

_____

_____

Learning Skills	Adequate	Maturational Lag
Auditory Memory	_____	_____
Draw-a-man	_____	_____
Beery Items	_____	_____

Comments: _____

_____

_____

Instructional Strategies for Maturational Lag

It is important to note that weakness or maturational lag in any area may be caused by many factors. We acknowledge that ten minutes at a testing station is not sufficient time for detailing the causes or unfailing remediation for such lag. Each professional, however, felt that it would be useful to provide you with suggestions of tasks and/or resources which may help you in dealing with these children in the classroom.

Station One - Language, Speech and Hearing

The kindergarten teacher is encouraged to discuss individual cases with the speech and language pathologist who has information and suggestions which can be geared to the child. The pathologist has the child's acutal test results in his/her files. One of the roles of the pathologist is to help teachers adapt their materials to the special needs of children. We urge you to contact and consult with this resource available to you.

Station Two - Health

It is important to recognize that nearly all visual problems that deter children will not be uncovered by a simple eye-screening test. An informed teacher has been found to be the very best "screening instrument" for identifying those visual problems that tend to concel a teacher's efforts in the classroom.

Observable clues to classroom vision problems include changes in the appearance of the eyes, complaints when using eyes at desk, behavioral signs of visual problems (eye-movements, eye-tearing and eye-hand coordination), visual form perception and refractive problems (near or far sightedness, focus problems).

Station Three - Perceptual-Motor

The kindergarten teacher can utilize any of the following resources to help develop the various components of perceptual-motor performance in the young child:

1. Physical Education Specialists in the district
2. Physical Education Teacher Consultant
   Marilyn Gebhardt - 336-1370
3. Various books (available through consultant)
   Active Learning
   Daily Sensorimotor Training Activities
   Intelligence in Action
   Boise Schools Perceptual Motor Program Pamphlet

Examination of the Pre-school Physical Development Survey itself suggests activities for classroom use.

Station Four - Kindergarten Skills

Problems in General Lanugage of Instruction

1. Review language terms: middle, top/bottom, biggest/smallest, in/out, next to, left/right, etc.

2. Refer to Learning Skills section for suggestions on listening activites.

Problems with Visual Perception, figure-ground

1. Use hidden object pictures

2. Use Frostig materials

Problems with Visual Discrimination - Matching of shapes

1. Sort into sets of two (e.g. colored beads)

2. Sort buttons, bottle caps, etc.

3. Use puzzles

4. Use parquetry and bead designs

5. Use perception plaques

Station Five - Learning Skills

Auditory Memory Problems

1. Have child name a sound he hears outside, in the hall or in the room.

2. Play grocery store game whereby child is required to purchase certain items named by other children in sequence.

3. Play simple-simon games

4. Have the child repeat simple phrases, sentences and nursery rhymes

Draw-a-man Immaturity

Most theorists believe that with natural development this task is mastered with age. No remediation is, therefore, suggested.

Problem of reversal on the Beery items - A sensory approach is suggested

1. sand-drawing of forms or letters in the sand
2. feeling of shapes or letters made out of anything rough
3. child walks out letters or shapes
4. use blackboard to draw letters and shapes, have child make large forms first, then gradually smaller
5. when forming letters make sure child is starting at the top of the line and progressing down. The rule goes, top to botton and left to right.
6. matching forms - could use puzzles, flannel board or paper
7. many of the children that reverse or have problems forming letters are poorly coordinated. A perceptual motor program of only 5-10 minutes a day can help.

Weak fine motor control or poor control of pencil

1. practice squeezing a rubber ball
2. play with clay
3. bounce and catch balls
4. play with nerf ball
5. practice with pencil starting with circles and lines, then shapes, then letters

For further information and materials refer to your school learning disabilities teacher or school psychologist.

TEACHER EVALUATION FORM

Teacher Evaluation of Pre-Kindergarten Screening

Please check the blank that indicates the value to you of each of the following areas of screening information:

	Not Very Helpful			Most Helpful
Station 1 - Speech, Language and Hearing Evaluative information	_____	_____	_____	_____
Station 2 - Health Evaluative Information	_____	_____	_____	_____
Station 3 - Perceptual-Motor Evaluation Information	_____	_____	_____	_____
Station 4 - Kindergarten Skills Evaluation Information	_____	_____	_____	_____
Station 5 - Learning Skills Evaluative Information	_____	_____	_____	_____
Total Value of the Screening Program to You	_____	_____	_____	_____

Would you like to participate in the planning of a similar type of program in the future? _____yes _____no

PARENT EVALUATION FORM

Parent Evaluation of the Pre-Kindergarten Screening

Please check the blanks which represent your opinion.

1. As a parent I feel that the purpose of this program was adequately explained. ____yes ____no

2. As a parent I feel the information gained about my child will help his/her teacher. ____yes ____no

3. As a parent this program was of -

Little Educational Value			Very Educational
_____	_____	_____	_____

We welcome your recommendations as to what could be added or eliminated to improve this program.

Comments:

_____

_____

_____

_____